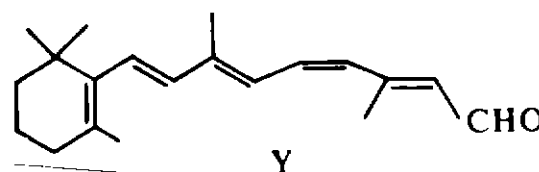
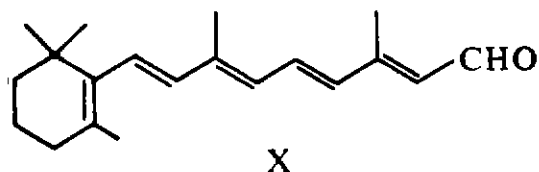


STANDARDIZED TESTS
USED FOR HIGHER EDUCATION
ADMISSION AND PLACEMENT
IN CALIFORNIA DURING 1988



Why is compound X more stable than Y?

- A. X has more resonance structures.
- B. X is longer.
- C. X has fewer steric repulsions.
- D. X can form intermolecular hydrogen bonds.
- E. X can form intramolecular hydrogen bonds.

CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION



Summary

Senate Bill 1758 of 1984 (Torres) requires sponsors of standardized tests used for admission or placement purposes in higher education to report certain data to the California Postsecondary Education Commission on an annual basis, provided they (1) have given the test for at least five years, (2) administered the test to 3,000 or more test subjects in California during the testing year, and (3) charge the test subjects a fee

Each spring, the Commission must submit a summary report on these tests to the Governor, the Legislature, the Superintendent of Public Instruction, and the governing boards of California's three public segments of higher education

This document is the fourth in this annual series of Commission reports. It briefly describes and presents data on each of the ten batteries of standardized test affected by the law in 1987-88. It also displays mean test scores of students nationally and in California if these averages are available.

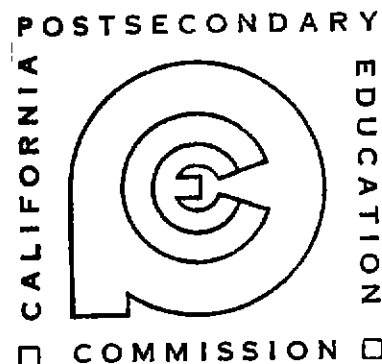
All of the sponsors of these tests have complied or are complying with the provisions of the law regarding the information they are to submit to the Commission. Following a brief introduction, Part One of the report on pages 3-14 discusses the six tests used at the undergraduate level, and part Two on pages 15-17 discusses the four used by graduate and professional schools. The materials submitted by the test sponsors are reproduced in an appendix beginning on page 29.

The Commission adopted this report at its meeting on April 17, 1989, on recommendation of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Library of the Commission at (916) 322-8031. Questions about the substance of the report may be directed to Norman Charles of the Commission staff at (916) 322-8020.

STANDARDIZED TESTS USED FOR HIGHER EDUCATION ADMISSION AND PLACEMENT IN CALIFORNIA DURING 1988

*The Fourth in a Series of Annual Reports
Published in Accordance with Senate Bill 1758
(Chapter 1505, Statutes of 1984)*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985





COMMISSION REPORT 89-16
PUBLISHED APRIL 1989

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Introduction

IN 1978, California became the first state to enact "truth-in-testing," or "test disclosure" legislation (Senate Bill 2005, Dunlap). That law required sponsors of standardized admissions tests to file financial disclosure statements, copies of materials distributed to test-takers, and copies of recent tests with corresponding answers with the California Postsecondary Education Commission, provided that the test was administered to at least 3,000 individuals in California. This information then became public record, available to interested parties through the Commission's library.

The California law, and proposals for similar legislation in over two dozen states and in Congress, was brought about as a result of heated debate between critics of testing on the one hand, who argued that admission tests discriminated against certain groups and that the rights of test-takers were not adequately protected, and groups on the other hand that defended the benefits of such tests, believed that the disclosure of tests to the public would not enhance public understanding of the role of tests in the overall admission process, and argued that government should not regulate this process. The leading critics of testing and advocates of legislation to regulate it were consumer-advocacy Public Interest Research Groups, with Ralph Nader as their national spokesperson. Opponents to such legislation included test sponsors such as the College Board, test developers and administrators such as the Educational Testing Service, and leading educational associations such as the American Council on Education and the American Association of Collegiate Registrars and Admissions Officers (Greer, 1984, p. 322).

In 1979, New York enacted legislation requiring unlimited test disclosure and the return of tests and answers to test-takers. New York's law, which also provided procedures by which test-takers could challenge test answers and the score they received on the tests, became the model law on which other states and Congress based their proposals. So far, however, California has been the only other state to

enact similar consumer protection -- Senate Bill 1785 (Torres, 1984), which is reproduced in Appendix A on pages 17-26. This report responds to that law.

Sections 99152-99154 of the California *Education Code*, created by that law, require that sponsors of standardized tests used for admission or placement of students in California colleges file a financial statement, copies of tests with answers, and data relative to tests administered nationally and in California. Section 99155 of the *Code* requires the California Postsecondary Education Commission to submit an annual report summarizing these test data to the Governor, the Legislature, the Regents of the University of California, the Board of Governors of the California Community Colleges, the Trustees of the California State University, and the Superintendent of Public Instruction. In addition, the Commission is to maintain materials submitted by the test sponsors and make them accessible to the public.

The testing year 1985-86 was the first in which the law was fully operational, and in response the Commission has published three previous reports in this series. Each of the test sponsors has complied with the test disclosure and consumer protection provisions of the law, although several of them are still in the process of developing computer programs to obtain and report California test-score data by sex and ethnicity. The data that are currently available have been included in this third report, and as the Commission receives additional data, they will be entered into the Commission's data base and referenced in future reports.

Commission staff has proposed a change in legislation that would alter the format for future reports on standardized tests. In alternate years, staff would prepare a more comprehensive, more analytical report which would examine the issues associated with standardized tests, discuss their strengths and weaknesses, relate test scores to other indicators of student performance, and make greater use of a wealth of additional data sent to

the Commission by the test sponsors. In the intervening years, staff would simply report to all parties identified in the current legislation on whether the test sponsors have complied with the requirements of the law, indicating at the same time that materials submitted by the sponsors are available for inspection in the Commission's library.

This 1989 report contains brief summary statements about each of the tests for which the Commission has received information -- in Part One, those used by undergraduate institutions, and in Part Two, those used by graduate and professional schools.

- Part One describes five tests for undergraduate colleges -- the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test, the Scholastic Aptitude Tests, College Board Achievement Tests, the American College Test, and the Test of English as a Foreign Language.
- Part Two describes four tests for graduate and professional schools -- the Graduate Record Examinations, the Graduate Management Admis-

sion Test, the Law School Admission Test, and the Medical College Admission Test.

Financial disclosure data and additional information pertaining to the tests are reproduced from the test sponsors in Appendix B.

Because standardized tests play a major role in college admission and placement, it is important that students, parents, educators, and the general public understand the purposes and characteristics of these tests and the uses of test scores. To this end, the sponsors of all tests summarized in this report provide high school and college counseling offices with information about their tests, including their statistical reliability and usefulness in predicting first year academic success. They also provide potential test takers with information bulletins describing the tests and containing sample questions from past editions of the tests. These pamphlets, brochures, books, and tests may be reviewed in the Commission's library at 1020 Twelfth Street, Sacramento, California 95814. Information about library hours may be obtained from the library staff at (916) 322-8031.

Tests Used for College Admission, Placement, and Financial Awards

Preliminary Scholastic Aptitude Test/ National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is intended to measure the verbal and mathematical reasoning ability of high school juniors rather than their knowledge in specific academic areas. In 1987, it was taken by 1,201,827 juniors, including 99,306 Californians -- a decrease from the previous year of 44,813 nationally and 5,412 in California.

High school juniors may take the test for several reasons. As its name implies, it serves as a "warm-up" for taking the Scholastic Aptitude Test (SAT) in the senior year. It also serves as the basis for recognition and scholarships offered in the National Merit Scholarship Program, the National Achievement Scholarship Program for Outstanding Negro Students, the National Hispanic Scholar Awards Program, and the Telluride Association Summer Program in the humanities and social sciences.

Following the correction of their tests, students receive a copy of the test book, a list of the correct answers, their own answers, their scores, and their percentile rank. This affords them the opportunity to check their errors, compare themselves with other test-takers nationally, and sense how they might score on the SAT. Students and their counselors may also determine areas where academic skills and preparation could be strengthened.

Display 1 on page 4 shows the ethnic composition of test-takers nationally and in California. As might be expected, the proportion of Asian-American and Mexican-American students among the test-takers is much greater in California than in the nation at large, while the proportion of whites is lower, -- 59 percent compared to 81 percent nationally. In California, the number of white students taking the

PSAT declined in 1987, while the numbers of all other ethnic groups, except American Indians, increased.

Display 2 on page 4 compares national and California mean verbal and mathematics scores as well as California scores by ethnicity and sex. National and California mean verbal scores declined slightly between 1985 and 1987, with California, at 40 on a scale of 20 to 80, remaining slightly below the national mean of 40.4. Mean mathematics scores, however, remained at 45.0 nationally and increased from 45.3 to 45.6 in California. This increase was particularly interesting because of the greater number of ethnic minority students taking the test in 1987.

As was true in prior years, males who took the PSAT/NMSQT in 1987 scored higher than women on both its verbal and mathematics portions, nationally as well as in California. Considerable differences in scores occurred among ethnic groups in California, with white students averaging 42.7 on the verbal test, compared to 33.9 for Black students. On the mathematics test, Asian-American students had the highest average score -- 48.6, compared to 47.2 for white students and 37.2 for Black students.

Although Displays 1 and 2 report scaled mean scores in tenths of points, the scores of individual students are rounded prior to being reported to them, and because no test can measure ability perfectly, the College Board encourages students and counselors to view scores in a range rather than as precise points on a scale. In the case of the PSAT/NMSQT, this range, or "standard error of measurement," is four points. Hence a reported score of 40 should be thought of as a true score of somewhere between 36 and 44. Small differences in reported scores, therefore, may not indicate any real differences in the ability of students.

DISPLAY 1 *Ethnic Background of High School Juniors Taking the PSAT/NMSQT in 1985, 1986, and 1987, Nationally and in California*

<u>Category</u>	<u>Number</u>			<u>Percent</u>		
	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>
National						
American Indian	5,146	5,746	5,734	0.5%	0.5%	0.5%
Asian American	44,111	49,075	55,150	4.1	4.3	4.7
Black	78,542	87,724	93,615	7.3	7.7	8.0
Mexican American	23,111	26,162	28,849	2.1	2.3	2.5
Puerto Rican	9,016	9,736	10,591	0.8	0.9	0.9
Other Hispanic	15,682	16,949	19,927	1.4	1.5	1.7
White	897,878	938,784	951,214	82.9	82.0	80.8
Other	9,382	10,326	11,549	0.9	0.9	1.0
No Response	98,703	102,138	25,198			
California						
American Indian	694	747	677	0.8%	0.8%	0.7%
Asian American	14,244	16,418	17,712	15.4	16.9	18.2
Black	5,287	5,539	5,707	5.7	5.7	5.9
Mexican American	8,928	9,651	9,924	9.7	10.0	10.2
Puerto Rican	224	240	243	0.2	0.2	0.2
Other Hispanic	3,005	3,241	4,015	3.3	3.3	4.1
White	58,354	59,207	56,870	63.1	61.0	58.5
Other	1,681	1,941	2,124	1.8	2.0	2.2
No Response	7,082	7,734	2,034			

Source: College Entrance Examination Board, 1987c

DISPLAY 2 *Mean Scores of California Juniors, by Ethnicity and Sex, Taking the PSAT/NMSQT in 1987*

<u>Category</u>	<u>Total</u>		<u>Verbal</u>		<u>Women</u>		<u>Total</u>		<u>Mathematics</u>		<u>Women</u>	
	<u>Number</u>	<u>Mean</u>	<u>Number</u>	<u>Mean</u>	<u>Number</u>	<u>Mean</u>	<u>Number</u>	<u>Mean</u>	<u>Number</u>	<u>Mean</u>	<u>Number</u>	<u>Mean</u>
American Indian	677	38.6	304	39.2	372	38.2	676	42.5	304	44.6	3,371	40.7
Asian American	17,707	37.8	8,622	38.4	9,080	37.2	17,707	48.6	8,620	50.8	9,082	46.5
Black	5,707	33.9	2,313	34.0	3,391	33.9	5,697	37.2	2,310	38.3	5,697	37.2
Mexican-American	9,924	34.7	4,326	35.6	5,588	34.1	9,915	39.7	4,321	41.8	5,584	38.1
Other Hispanic	4,015	35.2	1,652	35.9	2,356	34.7	4,012	40.0	1,650	42.4	2,355	38.4
White	56,869	42.7	25,906	43.3	30,938	42.1	56,845	47.2	25,895	49.6	30,925	45.1
Other	2,123	38.2	965	39.1	1,154	37.5	2,122	43.4	964	45.9	1,154	41.4
California	99,294	40.0	45,125	40.1	54,112	39.4	99,238	45.6	45,096	48.1	54,085	43.6
National	1,201,764	38.6	543,407	41.1	657,745	39.8	1,201,537	45.0	543,289	47.3	657,636	43.2

Source: College Entrance Examination Board, 1986e, pp. 4 and 6-9, and unpublished reports

Scholastic Aptitude and College Board Achievement Tests

The Scholastic Aptitude Test (SAT) and the College Board Achievement Tests are part of the College Board Admissions Testing Program, which also includes the Test of Standard Written English and the Student Descriptive Questionnaire

- The SAT is a two-and-one-half hour multiple-choice test that measures verbal and mathematical reasoning abilities related to academic success in college. It serves as a national common standard of measurement for colleges in compensating for the wide variety of high school course content and grading standards throughout the nation
- The College Board Achievement Tests measure knowledge in specific subject areas and are required of students by some colleges for admission, placement, or both
- The Test of Standard Written English is a 30-minute multiple choice test administered with the SAT that can be used by colleges for placement of students in freshman English classes
- The Student Descriptive Questionnaire is completed by students taking either the SAT or the Achievement Tests and provides colleges with educational and extracurricular information about them

Scholastic Aptitude Test

"No psychometric instrument has received more media scrutiny and discussion or generated more controversy than the Scholastic Aptitude Test," Lloyd Bond has written in his 'In Defense of Admissions Testing' (1986). "The remarkable feature of the controversy is the persistently contradictory nature of the arguments. It has been claimed at one time or another in the course of the debate that the SAT is overused, and that it is underused, that it is relatively insensitive to special preparation, and that it is very sensitive to such preparation, that it advances the cause of equity and access, and that it frustrates those goals, that it is one of the best predictors of college performance, and that it is next to useless in making such predictions. The list goes on and on."

Bond's comments summarize more than a decade of debate in books and articles about the SAT and serve to highlight not only an ongoing controversy regarding it but also its significance in the minds of many people, including publishers. Yet the College Board and the Educational Testing Service -- the SAT's sponsor and creator -- constantly remind the public that it should not be considered the pivotal point around which a student's future career is thought to resolve. As Gregory Anrig, president of the Educational Testing Service since 1981, has commented, "I urge people not to put too much weight on tests, to realize that they provide useful -- but limited -- information" (1986). In November 1988, in response to "the recent spate of media ratings of higher education institutions," Robert Atwell, president of the American Council on Education, and Donald Stewart, president of the College Board jointly issued "An Open Letter to the Education Community" in which they deplored the tendency to use test score data in isolation for comparing colleges and for other purposes as well.

Most prestigious colleges and universities use many other factors besides the SAT in making their admissions decisions. However, the SAT remains an important part of their overall evaluation, since, when considered along with high school grades, it remains the best measure for predicting first-year grades in college and, when combined with Achievement Test scores, the best predictor of success in college majors. Over a million high school students took the test in 1988 and of these, 119,784 were from California.

Both the University of California and the California State University use total SAT scores, combined with high school grade-point averages (GPA), as a factor in making admissions decisions. They use the combination of scores and grades to produce an "Eligibility Index" for admission. If students' grade-point averages are low, their combined verbal and mathematics scores on the SAT must be correspondingly higher -- and vice versa, as Display 3 on page 6 shows. That display also indicates that University of California applicants with a grade-point average above 3.30 need take the SAT for placement only and that State University applicants with a grade-point average above 3.10 need not take the SAT at all.

DISPLAY 3 *Abbreviated Eligibility Indexes of the University of California and the California State University, Using the Scholastic Aptitude Test (SAT), 1988-89*

Grade-Point Average (GPA)	Minimum Scholastic Aptitude Test (SAT) Score		
	University of California	The California State University	
	If GPA is above 3.30, SAT is used only for placement purposes		
3.30	400	If GPA is above 3.10, SAT is not required	
3.10	850		
2.80	1550		
2.40	GPA below 2.78 does not qualify		
2.00			
		GPA below 2.00 does not qualify	

Source: California Postsecondary Education Commission

Display 4 on page 7 shows the mean verbal and mathematics scores of SAT test takers nationally and in California over the past five years, reported on scales from 200 to 800. As can be seen, mean verbal scores nationally and in California were nearly equal in 1981-82, but California scores have been as much as 8 points lower since then, narrowing the gap to only 4 points lower in 1987-88. On the mathematics test, however, California's mean score continued to surpass the national mean throughout the period and in 1987-88 exceeded the national mean by eight points.

Display 5 on page 8 reports five years of SAT mean scores by sex, nationally and in California. At the national level as well as in California, men continued to score higher than women in 1987-88 on both the verbal and mathematics tests. On the verbal test, the mean scores of men both nationally and in California remained constant, while those of women declined slightly. In contrast, on the mathematics test, California men and women have both continued to score better than students nationally. On that test, even though scores of California men remained constant in 1987-88, while those for California women increased by two points, there is still a difference of almost 50 points in the mean scores for men and women.

College Board Achievement Tests

College Board Achievement Tests are offered in 14 subject areas, with each test lasting one hour. Dis-

play 6 on page 9 compares national and California mean scores, on a range of 200 to 800, for the three of the 14 taken most frequently by Californians. It shows that in 1987-88 as in previous years, Californians earned lower mean scores in each subject area than students nationwide, despite an improvement by California students over the previous year in both mathematics tests.

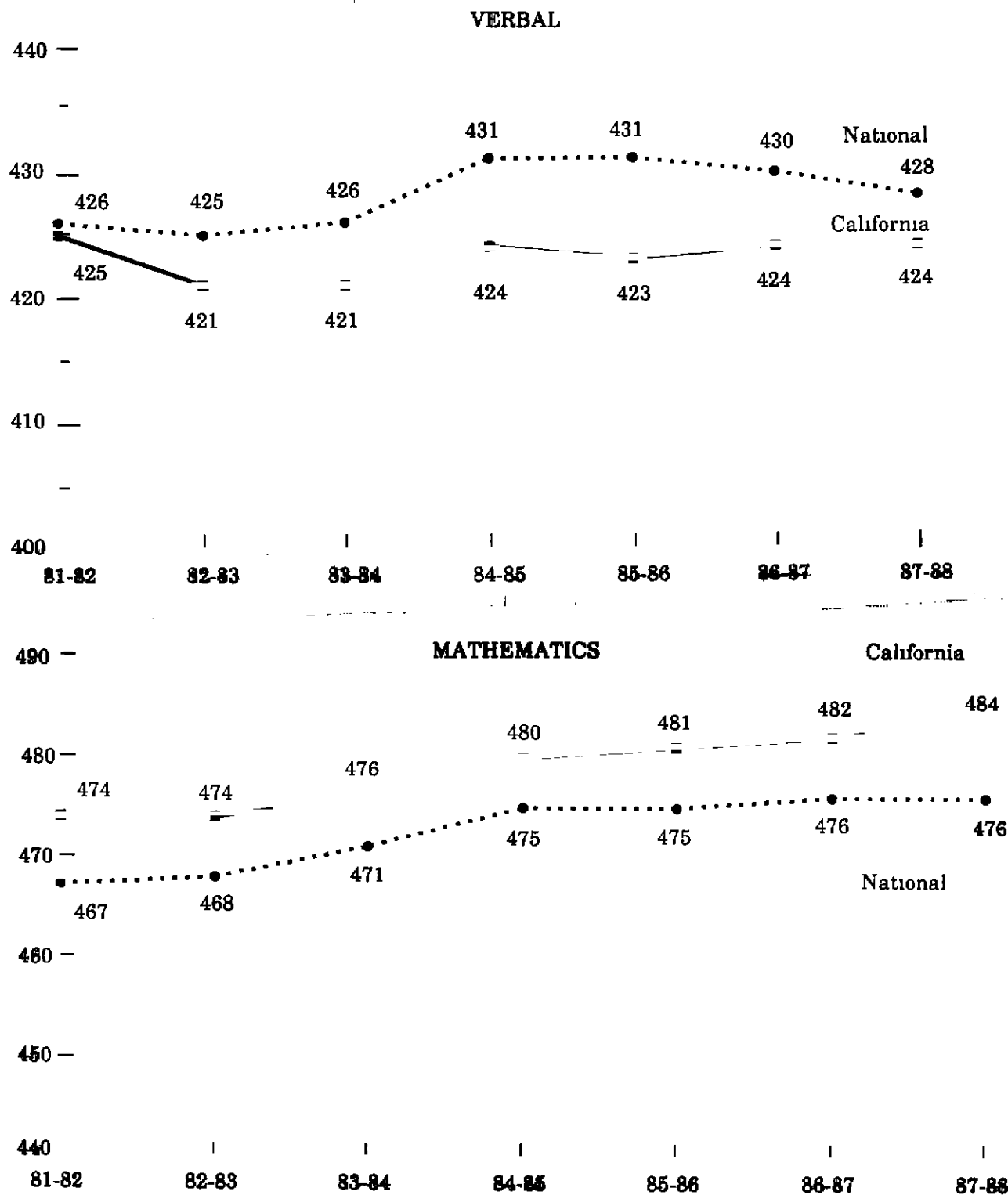
Applicants to the University of California must take three College Board Achievement Tests, including English Composition, Mathematics I or II, and one test from English literature, foreign language, science, or social studies. Applicants to the California State University do not need to take any of the Achievement Tests, although they may use them for placement purposes.

American College Test

The American College Test (ACT) is an alternate examination to the SAT for admission to both the University of California and the California State University. Less commonly used in California, the ACT is popular in the Mid-West, Rocky Mountain and Plains states, and the South. Only 15,104 of the 842,322 tests administered nationally were given in California.

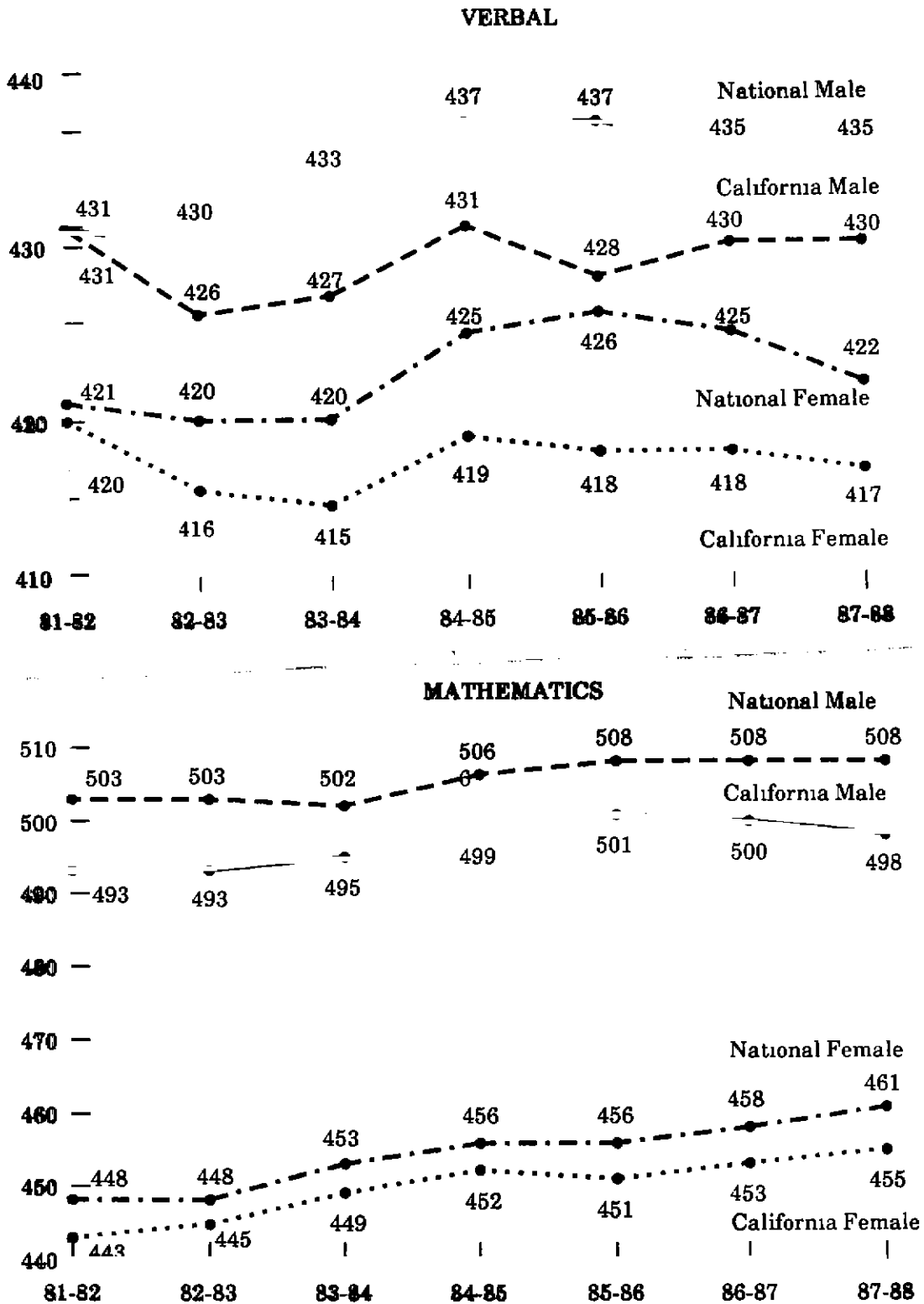
The four-part ACT Assessment is curriculum based, in that it tests students' knowledge and skills ob-

DISPLAY 4 National and California Scholastic Aptitude Test Mean Scores, 1981-82 Through 1987-88



Source: College Entrance Examination Board.

DISPLAY 5 *National and California Scholastic Aptitude Test Mean Scores, 1981-82 Through 1987-88, by Sex*



Source: College Entrance Examination Board.

DISPLAY 6 *National and California Mean Achievement Test Scores in English Composition, Mathematics Level I, and Mathematics Level II, 1986-87 and 1987-88*

	English Composition				Mathematics I				Mathematics II			
	Number		Mean		Number		Mean		Number		Mean	
	1987	1988	1987	1988	1987	1988	1987	1988	1987	1988	1987	1988
National	19,051	206,515	524	521	153,781	158,779	548	549	54,095	56,553	662	664
California	43,038	45,624	496	490	35,331	37,520	525	530	11,100	11,753	646	651

Source: College Entrance Examinations Board, 1986e, p. 6, 1986f, p. 3

tained and developed over three or four years of high school in English, mathematics, social studies, and natural science. A sound academic preparation is a prerequisite for doing well on the ACT Assessment. Each of its four tests produces a raw score that is converted to a standard score of 1 to 36. The composite score used by the University and State University in their eligibility index is simply the sum of these four standard scores, divided by four. Abbreviated "eligibility indexes" using the ACT appear in Display 7 on page 10.

California students do well in composite mean scores compared to their counterparts in other states, as seen in Display 8 on page 10. The 0.3 of a point difference in 1987-88, however, was smaller than for any year during the 1980s.

Just as with the SATs, the composite mean ACT scores of males, both nationally and in California, continued to surpass those of females in 1987-88, as Display 9 reveals. The mean score of California males is identical to that in 1981-82 while the score of women in California increased fractionally since then.

Advanced Placement Examinations

About 30 percent of the high schools in the nation offer college-level instruction to their students in the form of advanced placement classes. The curricular materials are provided to the high schools by the College Board, and final examinations in each subject area are designed and administered by the Educational Testing Service. Twenty-seven

Advanced Placement Examinations are offered, in 15 subject areas, each yielding a score of 1 (no recommendation) to 5 (extremely well qualified). More than a thousand colleges award either academic credit, advanced placement, or course waivers to students receiving a grade of 3 or better on an exam.

In 1988, a total of 228,606 students took Advanced Placement Examinations, including 47,378 from California. Displays 10 and 11 on pages 12 and 13 compare national and California test takers by ethnicity on each of the subject-matter examinations. There is a wide disparity in the proportions of students from different ethnic groups taking advanced placement exams. For example, more than 26,000 white students in California took one or more AP exams compared to just over 1,000 black students.

Four of the examinations were taken by at least 25,000 candidates nationally, and by more than 4,500 students in California: American History, Biology, English Literature and Composition, and Mathematics: Calculus AB. In each examination, mean scores received by California students exceeded national mean scores. The differences were most notable in Biology and in Mathematics.

In each of these examinations in 1988, Blacks achieved lower mean scores than the other major ethnic groups, while Asian-Americans received the highest mean scores.

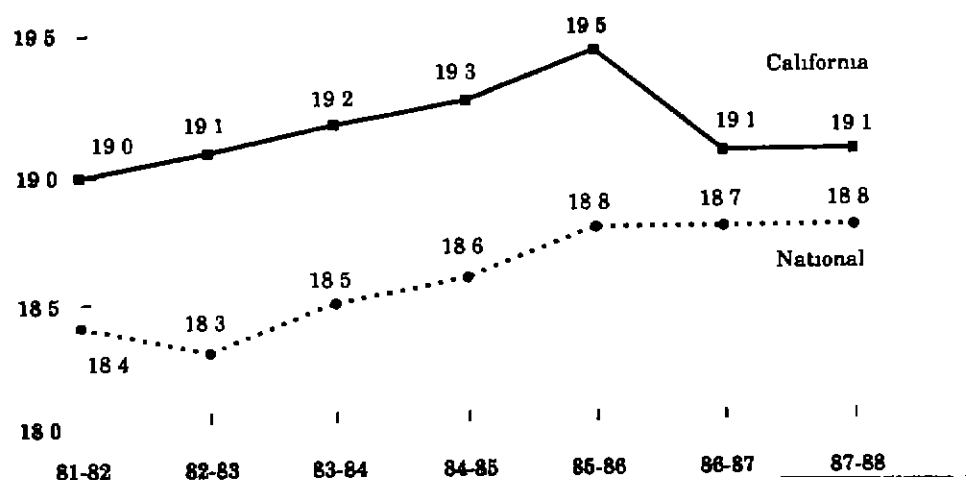
In California, however, while Blacks also received the lowest mean scores, whites achieved the highest mean scores in American History and in English Literature and Composition, while Asian-

DISPLAY 7 *Abbreviated Eligibility Indexes of the University of California and the California State University Using the American College Test (ACT) Assessment, 1987-1988*

Grade Point Average	Minimum ACT Assessment Score	
	University of California	The California State University
3.30	5	If GPA is above 3.10, ACT is not required
3.10	18	11
2.80	34	17
2.40	GPA below 2.78 does not qualify	
2.00		33

Source: California Postsecondary Education Commission

DISPLAY 8 *National and California American College Test Composite Score Means, 1981-82 Through 1987-88*



Source: American College Testing Program

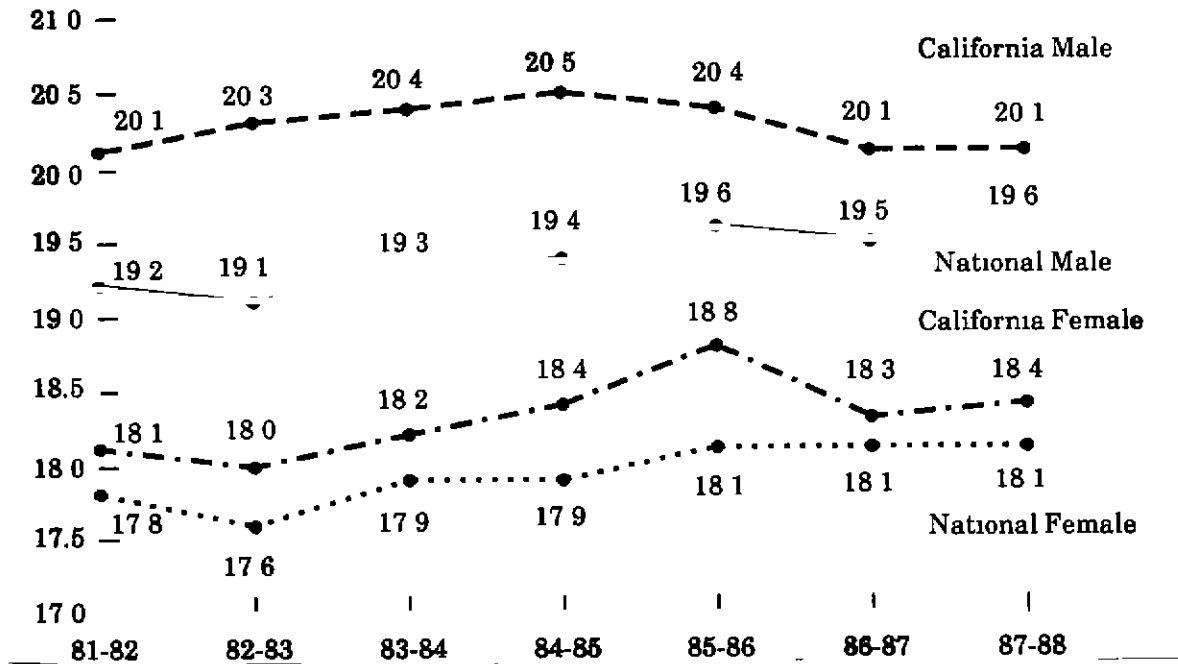
Americans received higher mean scores in Biology and in Mathematics

Test of English as a Foreign Language

The major purpose of the Test of English as a Foreign Language (TOEFL) is to evaluate the English proficiency of people whose native language is not English. The test consists of three sections: Listen-

ing Comprehension (Measures ability to understand spoken English), Structure and Written Expression (Measures ability to recognize language that is appropriate for standard written English), and Vocabulary and Reading Comprehension (Measures ability to understand nontechnical reading matter). More than 2,300 colleges in the United States and Canada, as well as in other countries where English is the language of instruction, require the test of both undergraduate and graduate applicants for whom English is not their native language. The Test of English as a Foreign Language

DISPLAY 9 *National and California American College Test Composite Score Means, 1981-82 Through 1987-88, by Sex*



Source: American College Testing Program

was taken 497,127 times in 1987-88, by some individuals twice or more. Educational Testing Service administers the test, in cooperation with the College Board and the Graduate Record Examinations, under three separate programs -- International, Special Center, and Institutional Programs. At both International and Special Centers, TOEFL is administered one day each month. These tests are then returned to the Educational Testing Service for scoring. Under the Institutional Testing Program, colleges throughout the world administer the test to their own students at their own convenience. In this program, the Educational Testing Service will score the tests, but it does not release the scores

either to students directly or to other than the administering institution. Under this program, institutions have the option of scoring their own tests, and in such cases, do not report scores to ETS, and registration records of test-takers are retained by the institutions and are not submitted to ETS.

National and California average test scores are not available for TOEFL, nor are other data available for either the number of tests administered in California or the number of test-takers requesting that their scores be sent to California institutions. What information exists in the TOEFL Programs report prepared for the Commission appears on pages 67-84 in Appendix B to this report.

12

Source College Entrance Examination Board

DISPLAY 11 *Advanced Placement Program, California All Candidates by Ethnicity, May 1988*

Advanced Placement Program®
THE COLLEGE BOARD

AP GRADE DISTRIBUTIONS BY TOTAL AND ETHNIC GROUP

FEMALES										MAY, 1988																												
RANK	TOTAL	GRADE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17																			
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2

Tests Used by Graduate and Professional Schools

Graduate Record Examinations

The Graduate Record Examinations (GRE) consist of a General Test and 17 Subject Tests used by graduate schools and departments for admissions, placement, and fellowships, and by fellowship donors for appraisals of prospective recipients of their awards. In the 1987-88 testing year, 318,334 students took the GRE -- an increase of 17,480 over the previous year and some 53,000 more than two years ago. In California, 29,364 took the exams, almost 2,000 more than in 1986-87. National and California average test scores, however, are not gathered by the Educational Testing Service, administrator of the tests.

The GRE General Test is designed to measure verbal, quantitative, and analytical ability, through seven 30-minute test sections. The Subject Tests are designed to measure subject-matter knowledge and understanding acquired in an undergraduate major, and considered basic to graduate study in that major. Each Subject Test takes two hours and 50 minutes.

Statistical interpretation of scores for the 1981-1984 period indicate that the General Test scores are useful, when considered in addition to undergraduate grade-point averages, in determining the admissibility of a candidate to graduate school. When predicting academic success in the graduate major, scores on the Subject Tests are more valid than are undergraduate grade-point averages (Graduate Record Examination Board, 1983).

Use of GRE scores for graduate admissions varies from campus to campus and department to department. Within the University of California, no campus has a GRE cutoff score. At the department level, some pay little attention to GRE scores, while others emphasize different portions of the test in admissions decisions.

Graduate Management Admission Test

The Graduate Management Admission Test (GMAT) scores are one element used in evaluating candidates for admission to advanced study in business and management, and in predicting academic success in the first year of graduate school. The GMAT measures general verbal and mathematical skills, rather than knowledge of a specific academic field. GMAT scores are used by more than 800 graduate management programs throughout the world. During the 1987-88 testing year, 212,380 individuals sat for the 4-hour test, including 16,916 from California. The national mean test score was 490.5, the State mean was 502.9. California students in every ethnic category scored higher than the national average for that category. Only the non-U.S. citizens in the rest of the country outscored their counterparts in California.

Educational Testing Service, which administers the GMAT for the Graduate Management Admission Council, in analyzing past answer sheets of test-takers, concluded that a major problem for students was their failure to read, or follow, instructions. To counter that tendency, the Council, in its Bulletin of Information, repeatedly emphasizes to registrants the need to read the directions carefully. Sample questions are also provided with each set of directions, along with an answer key. A more helpful publication, *The Official Guide to GMAT*, published by the Educational Testing Service, in addition to providing helpful information on test-taking and a quick mathematics review, contains three recent GMATs, with answers, for practice.

A number of validity studies of the GMAT have been conducted and published since 1955, the most recent being *GMAC Validity Study Service: A Three-Year Summary* (Wightman and Leary, 1985). The results of studies published since 1972 are summarized in *Graduate Management Admission Test Technical Report on Test Development and Score In-*

terpretation for GMAT Users (Hecht and Schrader, 1986) Although 500 was the mean GMAT-Total score for examinees in 1954, on a scale of 200-800, the mean for recent test takers was 478. Throughout the period studied, however, the GMAT has maintained a high reliability coefficient among different forms of the test, and the standard error of measurement, which provides some idea of how much variation in observed scores might be expected if a test-taker took several forms of the test, have been consistently at 26-27. Thus, if a student has a reported score of 500, it is estimated that that score would be 26 or 27 in two-thirds of repetitions of the test that student might take. Test score users are urged, therefore, to look at this range of scores, rather than a specific number, in comparing students' scores. Also, throughout the period since 1954, a combination of GMAT-Total scores with undergraduate grade-point averages has had a significantly higher correlation with first-year grades than have undergraduate grade-point averages alone.

Law School Admission Test (LSAT)

The Law School Admission Test (LSAT) is used by all accredited and most nonaccredited law schools across the nation as one factor in determining the admissibility of students. During the 1987-88 testing year, 96,238 people took the test, including 8,528 California residents, 4,641 males, and 3,887 females. The national average test score was 29.9, the State average, 30.3.

The LSAT consists of six 35-minute multiple-choice reading comprehension sections, and a 30-minute writing sample section. Two of the multiple-choice sections are considered pre-test, and are not scored. The writing sample also is not scored, but is submitted to law schools for their use in reaching decisions concerning admission. Since the new version of the test was inaugurated in June 1982, scores on the combination of four multiple-choice sections are reported on a scale of 10 to 48. The four different types of reading sections used in the test are intended to evaluate reading, understanding, and analyzing skills of prospective law students and are based on a broad range of academic disci-

plines, thereby giving no advantage to candidates from a particular academic background.

As with other tests, there is a booklet containing sample test questions provided to each registrant for the LSAT. The booklet not only explains each type of question, but offers a suggested approach to addressing the question. To prepare for the half-day testing session, registrants are advised to take the four 35-minute practice tests in one sitting, without a break, timing themselves to exactly 35 minutes on each section, and otherwise simulate the actual testing environment as much as possible.

The "new" LSAT has not been administered often enough to provide for adequate statistical analysis of reliability and predictability nationally. However, individual law schools have worked with the Law School Admission Services to analyze their own students' scores and first-year grades. Based on these preliminary analyses, the correlation between combined undergraduate grade-point average and LSAT, and first-year law school grades, is greater than either undergraduate grade-point average or LSAT scores alone.

Medical College Admission Test (MCAT)

The scores received by those taking the Medical College Admission Test are only one factor, but an important one, used by medical schools in determining admissibility of students. Other factors usually considered by admissions committees are undergraduate grades, the undergraduate courses taken by applicants, the college attended, and the recommendation of the applicant's health profession advisor. Each admissions committee looks for candidates who would benefit most from the type of medical education offered at their particular school. High scores on each of the six parts of the MCAT, therefore, do not necessarily guarantee an applicant consideration for admission. The Association of American Medical Colleges emphasizes this to test-takers and encourages them to attempt to match their own profile with that of the appropriate medical schools.

In addition to the six tests which have been the MCAT since 1977, a seventh test calling for an essay

was added as a pilot project starting in 1985. The purpose of the essay is to measure the communications skills of the applicant. This pilot project is currently being evaluated by a committee of the Association of American Medical Colleges to determine the desirability as well as feasibility of including an essay question as a permanent part of the MCAT.

During the 1987-88 testing year, 36,917 tests were administered, including 3,500 to Californians.

Scores on the MCAT subtests have high validity in predicting first-year grades in medical school. However, the undergraduate grade-point average/MCAT composite is a better predictor than either the grade-point average or the MCAT alone.

Appendix A: Senate Bill No. 1758 (1984)

Senate Bill No. 1758

CHAPTER 1505

An act to repeal and add Chapter 3 (commencing with Section 99150) to Part 65 of the Education Code, relating to education.

[Approved by Governor September 27, 1984 Filed with
Secretary of State September 28, 1984]

LEGISLATIVE COUNSEL'S DIGEST

SB 1758, Torres. Postsecondary education. standardized tests.

Existing law requires any entity which sponsors a standardized test to report certain data, including financial disclosures, to the California Postsecondary Education Commission, and to provide specified information to test subjects prior to the administration of a test.

This bill would repeal and recast existing law and would expand the type of information which a test agency or test sponsor, as defined, must submit to the commission. The bill would also expand the information which must be provided to test subjects and would require each test agency to prepare clear, easily understandable written descriptions of each standardized test it administers, as specified.

The bill would also require a test agency to review and decide cases of suspected test score inauthenticity or irregularity according to a specified procedure, based upon the substantial evidence standard.

This bill would also prohibit the release or disclosure of any test score identifiable with an individual test subject, as defined, except as specified.

The people of the State of California do enact as follows

SECTION 1. Chapter 3 (commencing with Section 99150) of Part 65 of the Education Code is repealed

SEC. 2 Chapter 3 (commencing with Section 99150) is added to Part 65 of the Education Code, to read:

CHAPTER 3 STANDARDIZED TESTS

99150 (a) The Legislature finds and declares that

(1) Education is fundamental to the development of all residents and to the progress of the state as a whole.

(2) Standardized tests are a major factor in the admission and placement of students in postsecondary education

(3) There is increasing concern among residents, educators, and public officials regarding the proper uses of standardized tests in the

admissions and placement decisions of postsecondary education institutions.

(4) The rights of test subjects should be assured without infringing upon the proprietary rights of the test agencies.

(b) It is the intent and purpose of the Legislature in enacting this chapter to do all of the following:

(1) Ensure that test subjects and persons who use test results are fully aware of the characteristics, uses, and limitations of standardized tests used in postsecondary education admissions and placement

(2) Ensure due process protection of test subjects whose scores are being questioned for suspected inauthenticity or irregularity in test administration

(3) Provide test subjects with the opportunity to review the basis on which the test subject has been scored.

(4) Make available to the public appropriate information regarding the procedure, development, and administration of standardized tests.

(5) Promote more knowledge about the proper use of standardized test results and promote greater accuracy, validity, and reliability in the development, administration, and interpretation of standardized tests.

99151 (a) "Admissions data assembly service" means any summary or report of grades, grade point averages, standardized test scores, or any combination of grades and test scores, of a test subject used by any test score recipient.

(b) "Commission" means the California Postsecondary Education Commission.

(c) "Standardized test" or "test" means any test administered in California at the expense of the test subject which is used for the purposes of admission to, or class placement in, postsecondary educational institutions or their programs, or any test used for preliminary preparation for those tests.

"Standardized test" or "test" includes, but is not limited to, the Preliminary Scholastic Aptitude Test, the Scholastic Aptitude Test, the College Board Achievement Tests and Advanced Placement Tests, the ACT Assessment, the Graduate Record Examination, the Medical College Admission Test, the Law School Admission Test, the Dental Admission Testing Program, the Graduate Management Admission Test, and the Miller Analogies Test.

The standardized test does not include a test, or part of a test, which has been in use for less than five years, or which is administered to a selected group of individuals principally for research, pre-test, equating, guidance, counseling, or for the purposes of meeting graduation requirements of secondary schools and postsecondary educational institutions.

Tests which are administered as supplements or auxiliaries to another test, or which form a specialized component of a test, may

be combined for the purposes of this chapter.

(d) "Secure test" means any test which contains items not available to the public and which, to allow the further use of test items and to protect the validity and reliability of the test, is subject to special security procedures in its publication, distribution, and administration

(e) "Test subject" or "subject" means an individual who takes a standardized test.

(f) "Test sponsor" or "test agency" means an individual, partnership, corporation, association, company, firm, institution, society, trust, or joint stock company which develops, sponsors, or administers standardized tests.

(g) "Testing year" means the 12 calendar months which the test agency considers either its operational cycle or its fiscal year.

(h) "Test score" or "score" means the value given to the test subject's performance on a standardized test, administered by the test agency, whether reported in numerical, percentile, or any other form.

(i) "Test score recipient" means any person, organization, association, corporation, postsecondary education institution, or governmental agency or subdivision to which the test subject requests or designates that a test agency report a test score

(j) "Score reporting service" means the reporting of a test subject's standardized score to a test score recipient by a test agency.

(k) "Test preparation course" means any curriculum, course of study, plan of instruction, or method of preparation given for a fee which is specifically designed or constructed to prepare or improve a test subject's score on a standardized test

(l) "Test program" means all of the administrations of a test of the same name during a testing year

99152 Each test sponsor shall report the closing date of its testing year to the commission by February 1, 1985, or within 90 days after it first becomes a test sponsor, whichever is later. Each test sponsor shall report any change in the closing date of its testing year within 90 days after the change.

99153 On or before November 15 of each year, the test sponsor shall submit to the commission all of the following data and information:

(a) Three copies of each version of the test which was disclosed in the prior testing year, along with the corresponding acceptable answers, and the methods used to convert raw scores into the test scores reported to test subjects and test score recipients, together with an explanation of that method

(b) The dates of major or national administration of each test administered by the test agency during the testing year.

(c) The total number of test subjects who have taken the test once, who have taken it twice, and who have taken it more than twice during the testing year

(d) The total number of test subjects who registered for, but did not take, the test.

(e) The total amount of fees received from test subjects by the test agency for the test for that testing year.

(f) The expenses to the test sponsor of the test, as follows.

(1) Those expenses which are directly attributable to the test.

(2) Those expenses which are indirectly attributable to the test.

However, if the test sponsor also sponsors another test or related activities, it shall be sufficient for compliance with provisions of this section for the test sponsor to list indirectly attributable expenses, to the extent that they are identifiable, as they are proportionately related to the test. The test sponsor shall also list expenses indirectly attributable to all activities of the test's sponsor, including expenses not identifiable as attributable to a test.

The financial disclosure required by this section shall be submitted within 135 days after the close of the testing year and in sufficient detail to indicate the major categories of revenues and expenses associated with the test. Except as provided in this section, the information for different tests administered by the same test sponsor shall be reported separately and by individual test.

(g) A copy of all documents, pamphlets, and literature provided to the test subject and the test score recipient.

(h) Where applicable, the national average test scores, state average test scores, the standard error of measurement, and any other existing information relevant to a comparison of the test scores of the state's test subjects with test scores of previous test subjects of the past five years.

(i) For those tests used to predict academic performance, the most recent national or regional aggregation of data concerning the predictive validity of all of the following:

(1) Academic record or grades alone.

(2) Standardized test score alone.

(3) Academic record and test score combined.

(4) Standardized test scores over and above the predictive validity of academic record alone.

(j) Using available data, the racial, ethnic, and sex breakdown of all test subjects taking each test during the testing year.

(k) If a separate fee is charged test subjects for admissions data assembly service, the test sponsor shall report information concerning the data assembly service in substantially the same form as would be required for a test under this section.

(l) This section shall not be construed to require any test agency to submit to the commission any reports or documents containing information relating to any individual test subject. Any information relating to any individual test subject shall be deleted or obliterated from any reports or documents filed with the commission pursuant to this section.

(m) This section shall not apply to any standardized test which is

administered to fewer than 3,000 test subjects in California during a testing year.

99154. (a) Within 90 days of the close of each testing year, the test sponsor shall file with the commission standard technical data sufficient to describe the psychometric quality of the test

For purposes of compliance with this section, it is sufficient to deposit with the commission information conforming to the guidelines specified in the Standards for Educational and Psychological Tests of the American Psychological Association, which were in effect 180 days prior to the testing year, and which are appropriate to the particular test and its uses

(b) Data, reports, or other documents submitted pursuant to this section shall be accompanied by a description of the test, including, but not limited to, the title, purpose or purposes of the test, and when and where the test was administered in the state.

(c) Data, reports, or other documents submitted pursuant to this chapter shall not contain information in a form identifiable with individuals or particular postsecondary educational institutions

99155 The commission shall prepare and submit an annual report regarding standardized tests of the state's test subjects to the Governor, the Legislature, the Regents of the University of California, the Board of Governors of the California Community Colleges, the Trustees of the California State University, the California Postsecondary Education Commission, and the Superintendent of Public Instruction on or before March 1 of each year. This report shall include a descriptive summary of existing data and information submitted to the commission pursuant to Section 99153, including all of the following

- (a) The number of California students taking standardized tests
- (b) The performance of California test subjects
- (c) The predictive validity of test scores as specified in subdivision (i) of Section 99153.

(d) A description of the information specified in subdivisions (a), (b), and (c) according to the sex and ethnicity of test subjects

(e) The revenues received by test sponsors, and the proportion of those revenues expended for test development and administration.

99156. A test agency shall prepare a clear, easily understandable written description of each standardized test it administers. A copy of the appropriate description shall be provided to the test subject or the test score recipient prior to the administration of the test or coinciding with the initial reporting of a test score. The description shall include all of the following information:

(a) The purposes for which the test is constructed and intended to be used

(b) For those tests used to predict performance, the subject matter included on these tests and the knowledge and skills which the test purports to measure.

(c) Statements designed to provide information for interpreting

the test scores, including the explanations of the test, the standard error of measurement, and for those tests used to predict performance, the correlation between test score and performance.

(d) Statements concerning the effects and uses of test scores, including both of the following:

(1) If the test score is used by itself or with other information to predict future grade point average, a summary of existing data on the extent to which the use of this test score will improve the accuracy of predicting future grade point average, over and above all other information used.

(2) A summary of existing data on the extent to which the improvement in test scores results from test preparation courses.

(e) A description of the form in which test scores will be reported, and whether the raw test scores will be altered in any way before being reported to the test subject.

(f) A complete description of any promises or covenants which the test agency makes to the test subject with regard to any of the following matters:

(1) The accuracy of scoring

(2) The time period within which the test subject's score will be reported to the test subject and to the test score recipients.

(3) The privacy of information relating to the test subject, including his or her test scores

(g) The property interest in the test score held by the test subject, if any

(h) The period of time the test agency will retain the test score, and the test agency's policies regarding the storage, disposal, and future use of test scores.

(i) A description of all special services which will be provided at the location of the test administration to accommodate handicapped or disabled test subjects.

(j) The policies and procedures of the test agency when there is a delay in reporting the test scores pursuant to Section 91160.

(k) A representative set of sample test items.

(l) The fees to be charged by the test sponsor for various services made available to the test subject.

(m) Each test agency shall comply with the requirements of this section beginning with the start of its testing year which begins after January 1, 1985.

99157. (a) Within 90 days of the release to the test subject of the results of a standardized test as specified in subdivision (c), and upon the request of the test subject, the test sponsor shall provide to the test subject an opportunity to examine operational test questions and answers under closely monitored conditions. The examination shall occur at a location to be mutually agreed upon by the test sponsor and test subject.

Unless authorized by the test sponsor, questions, answers, or copies of questions or answers shall not be removed from the facility, except

by a representative of the test sponsor. During the examination of test materials, the test subject may file with a representative of the test sponsor, and with an educational institution or institutions seeking results of the test examined, a written protest to any question or answer.

(b) As an alternative to the procedure described in subdivision (a), and within 90 days of the release of the results of any standardized test score to the test subject, and upon request of the test subject, the test sponsor shall make available to the test subject the test materials, including operational test questions, a copy of the test subject's response to each question, the test subject's raw scores, a copy of scoring and scaling instructions, a copy of the correct responses, and a copy of the conversion factor or table, or both.

Each test sponsor shall, prior to the administration of a test, give written notification to the test subject of his or her right to request and receive test disclosure as provided in this section.

(c) Except for test administrations described in subdivision (d), the test sponsor shall provide to test subjects the test materials specified in subdivisions (a) and (b) for not fewer than 50 percent of regular test administrations, as determined by the test sponsor. If the application of 50 percent results in a number which includes a fraction, the number shall be rounded to the nearest larger whole number.

(d) In order to accommodate test subjects who, because of religion, are unable to participate in regular test administrations, the test sponsor shall provide test materials specified in subdivisions (a) and (b) to test subjects of not fewer than one non-Saturday test administration during every 12-month period following December 1, 1984.

(e) Each test sponsor shall, prior to the administration of a test, give written notification to the test subjects of their right to request and receive test materials as provided in subdivisions (a), (b), and (c), provided that the request has been made within 90 days of the release of the test score to the test subject.

(f) The test sponsors may charge a nominal fee, not to exceed the direct costs thereof, for test materials provided pursuant to this section.

(g) For the purposes of this section only, a "standardized test" or "test" means any test administered in California to at least 3,000 individuals during a testing year and which is designed for, and formally required by, institutions of postsecondary education in California for the purposes of admission to those institutions for undergraduate studies. This section does not apply to tests that have been administered for less than five years, the College Board Achievement tests, the Advanced Placement tests, the Medical College Admissions tests, or the test of English as a foreign language.

99158 If the test agency will be delayed in reporting a test subject's score for a time period amounting to 10 calendar days

beyond the period specified in paragraph (2) of subdivision (f) of Section 99156, the test agency shall notify the test subject immediately. The notice shall indicate the reasons for delay, including, but not limited to, incorrect, incomplete, or inconsistent personal identifying information furnished by a test subject.

99159. (a) Whenever a test agency is presented with information which renders the test subject's test score suspect, whether that information is in the form of allegations of collusion or cheating, or irregular test administration, or irregular statistical data, or any other form, the test agency is responsible for reviewing the information and determining if withholding the test subject's score is warranted.

(b) If the test agency determines that withholding the test subject's score is warranted, the test agency shall give the test subject written notice of the test agency's decision. The notice shall be sent by registered mail not later than five working days after the test agency's decision.

(c) The notice to the test subject shall include all of the following:

(1) A complete summary of the information submitted to the test agency and relied upon by the test agency to withhold the score.

(2) A complete summary of the pertinent facts surrounding the investigation

(3) A statement of the test subject's right to receive, upon request, details supporting complete summaries referred to in paragraphs (1) and (2).

(4) The policies and procedures that were followed by the test agency in reviewing and rendering a decision to withhold the test score.

(5) The potential consequences which may result from the investigation, such as withholding or invalidating the test scores

(6) A summary of the information that may be submitted to the test agency by the test subject to support the authenticity of the test score.

(7) A statement informing the test subject that the opportunity to respond to the notice will be afforded for not more than 15 working days following the date the notice was delivered. No final decision on the question of suspected irregularity or inauthenticity shall be rendered by the test agency until the test subject under investigation has responded, or the time for doing so has expired, whichever occurs first.

(d) After the time period specified in paragraph (7) of subdivision (c) has expired, the test agency shall review all of the evidence and shall render a decision regarding the authenticity of the score

No test agency shall cancel or invalidate a test subject's test scores on the basis of an alleged irregularity or inauthenticity unless, after all evidence has been considered by the test agency, substantial evidence resulting from an investigation conducted pursuant to this section supports the cancellation or invalidation

99160 (a) Whenever the test agency determines that substantial

evidence exists to support cancellation or invalidation of a test score, the test agency shall provide the test subject with a choice of the following options:

(1) A cancellation of the test scores in question, with full refund of all test fees.

(2) Opportunity to take the test again privately and without charge.

(3) Opportunity to seek judicial review of the matter.

(b) The test subject shall have 30 days following receipt of the notice by registered mail to respond to the notice of inauthenticity.

(c) If the test subject responds to the notice of inauthenticity or irregularity of test scores sent by the test agency within the time period specified by subdivision (b), the test agency shall review the contents of the response and comply with one of the following:

(1) If the test subject requests cancellation of the test scores, a full refund of all test fees will be provided within a reasonable period.

(2) If the test subject requests an opportunity to take the test again privately and without charge, the test agency shall make appropriate accommodations that are mutually agreed upon by the test agency and test subject so that the test subject has sufficient time to prepare for the retest. The retest shall be given in a reasonable and timely manner.

(3) Nothing in this section precludes the parties from seeking resolution of the testing problems by either judicial review or arbitration.

(d) The test agency shall not release confidential information to any authorized test score recipients regarding a test subject under pending investigation, unless authorized to do so by the test subject.

(e) The test agency shall immediately release the test score to the test subject and the test score recipients where no substantial evidence exists to render the inauthenticity or irregularity of the test score.

(f) The procedures prescribed in Section 99159 and this section do not apply to instances where the cancellation of all test scores results from the complete disruption of the administration of the test, such as by natural disasters, national emergencies, inadequate or improper test conditions, answer sheet printing errors, or testing agency errors.

(g) Time procedures described in Section 99159 and this section shall not apply in those instances where test scores have already been reported to test score recipients.

99161. (a) No test agency shall release or disclose any test score identifiable with any individual test subject, in any form whatsoever, to any test score recipient, unless the agency is specifically authorized by the test subject to release that test score to the recipient. A test agency may, however, release all scores received by a test subject on a test to anyone designated by the test subject to receive the test score.

(b) A test agency may release test scores and other information in a form which does not identify any individual test subject for purposes of research, studies, and reports primarily concerning the test itself.

99162. Any information or report required to be submitted to the commission pursuant to this chapter shall be public record subject to disclosure under the provisions of Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code.

Nothing in this section shall be construed to diminish or authorize the infringement of any rights protected by law relating to copyright, to the protection of trade secrets, or other proprietary rights.

99163. Any test sponsor who intentionally violates any provision of this chapter shall be liable for a civil penalty not to exceed seven hundred fifty dollars (\$750) for each violation.

99164. If any provision of this chapter or the application thereof to any person or circumstances is held invalid, the invalidity shall not affect other provisions or applications of the chapter which can be given effect without the invalid provision or application, and to this end the provisions of this chapter are severable.

Appendix B: Test Sponsor Materials

*Preliminary Scholastic Aptitude Test/
National Merit Scholarship Qualifying Test*



The College Board

Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288 6800

Western Regional Office

November 4, 1988

Dr. Norman Charles
Assistant Director
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Dr. Charles

Education code Section 99151 requires the College Board, as a test sponsor, to file with the Commission certain information specified in Section 99153. The enclosed information is for the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test.

Sincerely,

John Vaccaro
Director
Admissions and Guidance Services

JV:ss

Enclosures:

- (1) Section (c) (d) Test Taking Pattern Information
- (1) Section (e) (f) Financial Information
- (3) Form S October 17, 1987 PSAT/NMSQT
- (3) Form T October 20, 1987 PSAT/NMSQT
- (1) Answer Keys for Form S and Form T of the 1987 PSAT/NMSQT
- (1) Student Bulletin, 1987 PSAT/NMSQT
- (1) About Your 1987 PSAT/NMSQT
- (1) 1987 PSAT/NMSQT Supervisor's Manual
- (1) 1987 PSAT/NMSQT Interpretive Manual
- (1) Counselor's Guide to Helping Students Learn from the PSAT/NMSQT
- (1) PSAT/NMSQT Summary Report for National, Regional, and California College Board Juniors, 1987
- (1) Announcement of 1987-88 Test Dates
- (1) 1987 PSAT/NMSQT California Summary Reports by Ethnic Background

THE COLLEGE BOARD

Report to the California Postsecondary Education
Commission Pursuant to California Education Code (Senate Bill 1758 - Torres)
State of California

The following information is provided in compliance with Section 99153 (c) (d).

This data is based on all national and international test administrations of the PRELIMINARY SCHOLASTIC APTITUDE TEST/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST during the 1987-88 testing year.

	PSAT/NMSQT Test
The total number of times the test was taken during the testing year	1,590,555
The number of individuals who took the test	
Once	1,590,555
Twice	-0-
More than twice	-0-
The number of individuals who registered for but did not take the test	N/A*

*The PSAT/NMSQT is school-administered; therefore, students do not register individually.

October 24, 1988

RFM/lc

Torres Report For Year Ended June 30. 1988

The following information is provided in compliance with Section 99153 (e)

PSAT/NMSQT TEST

Fees received from test takers in
the College Board's PSAT/NMSQT Test

Test Fees	<u>\$8,322,902</u>
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The following information is provided in compliance with Section 99153 (f)

PSAT/NMSQT TEST

Expenses directly Attributable
to the PSAT/NMSQT Test

Cost of Test Administration	\$ 605,441
-----------------------------	------------

Direct support of test administration: publications, transcript services, etc.	602,983
---	---------

Program direction	<u>742,625</u>
	<u>\$1,951,049</u>

PSAT/NMSQT TEST

Expenses indirectly attributable
to the PSAT/NMSQT TEST

Support services: publications regional offices, etc.	\$ 475,000
--	------------

Associational and Administrative expense	183,000
---	---------

Research and Development	<u>143,533</u>
	<u>\$ 801,533</u>

Total expense directly and indirectly attributable to PSAT/NMSQT test	<u>\$2,752,582</u>
--	--------------------

Torres Report for Year Ended June 30, 1988

Expenses identifiable as Scholastic Aptitude Test, Achievement Test, PSAT/NMSQT Test and Advanced Placement Tests have been allocated thereto. Joint costs have been allocated based on the Test volumes involved.

The following information is also provided in compliance with Section 99153 (f)

	Total
Total expense attributable to all activities including expenses not identifiable as attributable to the test	
Support services: publications, general offices, etc.	\$11,259,506
Associational and administrative expense	12,532,377
Research and Development	<u>3,620,135</u>
	<u>\$27,412,018</u>

*Scholastic Aptitude Test and
College Board Achievement Tests*



The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288 6800

November 4, 1988

Dr. Norman Charles
Assistant Director
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Dr. Charles:

Education code Section 99151 requires the College Board, as a test sponsor, to file with the Commission certain information specified in Section 99153. The enclosed information is for the Scholastic Aptitude Test and the College Board Achievement Tests.

Sincerely,

John Vaccaro
Director
Admissions and Guidance Services

JV:ss

Enclosures:

- (1) Section 99153 (c) (d) Test Taking Pattern Information
- (1) Section 99153 (e) (f) Financial Information
- (3) 5 SATS, 1988 Edition
- (1) Registration Bulletin, SAT and Achievement Tests, 1988-89
- (1) Taking the SAT
- (1) Taking the Achievement Tests
- (1) Using Your College Planning Report, 1988-89
- (1) 1988-89 ATP Guide
- (1) Guidelines on the Uses of College Board Test Scores & Related Data
- (1) Announcement of 1987-88 Test Dates
- (1) California Report, College-Bound Seniors, 1988 Profile
- (1) National Report, College-Bound Seniors, 1988 Profile

THE COLLEGE BOARD

Report to the California Postsecondary Education
Commission Pursuant to California Education Code (Senate Bill 1758 - Torres)
State of California

The following information is provided in compliance with Section 99153 (c) (d).

This data is based on all national and international test administrations of the Scholastic Aptitude Test during the 1987-88 testing year.

	Scholastic Aptitude Test
The total number of times the test was taken during the testing year	2,030,130
The number of individuals who took the test	
Once	1,573,178
Twice	200,025
More than twice	18,256
The number of individuals who registered for but did not take the test	182,033

October 24, 1988

RFM/lc

Torres Report For Year Ended June 30, 1988

The following information is provided in compliance with Section 99153 (e)

	Scholastic Aptitude Test
Fees received from test takers in the College Board's SCHOLASTIC APTITUDE TEST	
Test Fees	\$24,360,000
Transcripts, Score Reports, etc.	<u>\$14,186,858</u>
	<u>\$38,546,858</u>

The following information is provided in compliance with Section 99153 (f)

	Scholastic Aptitude Test
Expenses directly Attributable to the SCHOLASTIC APTITUDE TEST	
Test development, analysis and validation	\$ 2,880,021
Cost of Test Administration	18,315,780
Direct support of test administration: publications, transcript services, etc.	12,315,369
Summary reporting services	509,882
Program direction	<u>601,310</u>
	<u>\$34,622,362</u>
	Scholastic Aptitude Test
Expenses indirectly attributable to the SCHOLASTIC APTITUDE TEST	
Support services: publications regional offices, etc.	\$ 1,854,673
Associational and Administrative expense	2,748,330
Research and Development	<u>588,547</u>
	<u>\$ 5,191,550</u>
Total expense directly and indirectly attributable to SCHOLASTIC APTITUDE TEST	<u>\$39,813,912</u>

Torres Report for Year Ended June 30, 1988

Expenses identifiable as Scholastic Aptitude Test, Achievement Test, PSAT/NMSQT Test and Advanced Placement Tests have been allocated thereto. Joint costs have been allocated based on the Test volumes involved.

The following information is also provided in compliance with Section 99153 (f)

	Total
Total expense attributable to all activities including expenses not identifiable as attributable to the test	
Support services: publications, general offices, etc.	\$11,259,506
Associational and administrative expense	12,532,377
Research and Development	<u>3,620,135</u>
	<u>\$27,412,018</u>

THE COLLEGE BOARD

Report to the California Postsecondary Education
Commission Pursuant to California Education Code (Senate Bill 1758 - Torres)
State of California

The following information is provided in compliance with Section 99153 (c) (d).

This data is based on all national and international test administrations of the Achievement Tests during the 1987-88 testing year.

	Achievement Tests
The total number of times the test was taken during the testing year	319,638
The number of individuals who took the test	
Once	289,605
Twice	14,418
More than twice	397
The number of individuals who registered for but did not take the test	42,054

October 24, 1988

RFM/lc

Torres Report For Year Ended June 30, 1988

The following information is provided in compliance with Section 99153 (e)

	Achievement Tests
Fees received from test takers in the College Board's ACHIEVEMENT TESTS	
Test Fees	\$ 6,240,000
Transcripts, Score Reports, etc.	<u>2,309,489</u>
	<u>\$ 8,549,489</u>

The following information is provided in compliance with Section 99153 (f)

	Achievement Tests
Expenses directly Attributable to the ACHIEVEMENT TESTS	
Test development, analysis and validation	\$ 2,161,888
Cost of Test Administration	3,462,552
Direct support of test administration: publications, transcript services, etc.	1,825,202
Summary reporting services	509,878
Program direction	<u>97,888</u>
	<u>\$ 8,057,408</u>
	Achievement Tests
Expenses indirectly attributable to the ACHIEVEMENT TESTS	
Support services: publications regional offices, etc.	\$ 303,412
Associational and Administrative expense	644,670
Research and Development	<u>216,390</u>
	<u>\$ 1,164,472</u>
Total expense directly and indirectly attributable to ACHIEVEMENT TESTS	<u>\$ 9,221,880</u>

Torres Report for Year Ended June 30, 1988

Expenses identifiable as Scholastic Aptitude Test, Achievement Test, PSAT/NMSQT Test and Advanced Placement Tests have been allocated thereto. Joint costs have been allocated based on the Test volumes involved.

The following information is also provided in compliance with Section 99153 (f)

	Total
Total expense attributable to all activities including expenses not identifiable as attributable to the test	
Support services: publications, general offices, etc.	\$11,259,506
Associational and administrative expense	12,532,377
Research and Development	<u>3,620,135</u>
	<u>\$27,412,018</u>

American College Test



October 31, 1988

Horace F. Crandell
Postsecondary Education Administrator
California Postsecondary Education Commission
1020 12th Street, Second Floor
Sacramento, CA 95814

Dear Mr. Crandell:

In compliance with the California Education Code, Part 65, Chapter 3, related to standardized testing, The American College Testing Program, Inc. (ACT) hereby files the prescribed information as required by law for the testing year September 1, 1987 through August 31, 1988:

- | | |
|--|---------------------|
| (1) Total tests taken during the testing year | 1,313,755 |
| Individuals taking the test once | 614,841 |
| Individuals taking the test twice | 282,469 |
| Individuals taking the test more than twice | 42,083 |
| Individuals who registered but did not take the test | 123,575 |
| Total amount of fees received from test subjects | <u>\$18,316,010</u> |
| Direct expense for testing program: | |
| Test Adm., Scoring and Reporting | \$11,174,088 |
| Research and Development | 905,024 |
| Secondary & Postsecondary Institutions | |
| Support Services | 2,768,902 |
| Program Administration | 1,028,325 |
| Total Direct Expense | <u>\$15,876,339</u> |
| Indirect Expenses | <u>\$ 2,079,370</u> |
- (2) ACT does not offer an admissions data assembly service.
- (3) Copies of each general publication prepared for routine distribution to test subjects and test score recipients are enclosed.
- (4) Research data pertaining to test scores for California and the nation are enclosed. Research reports that have not been updated since our last filing have not been repeated with this filing.

Horace Crandell
October 31, 1988
Page Two

- (5) Copies of each general publication prepared for routine distribution to ACT participating colleges and universities are also enclosed.

This completes our filing for the 1987-88 testing year. Please let me know if additional materials are required under the law.

Sincerely,

A handwritten signature in cursive script, appearing to read "J. B. Pugh, Jr.", written in dark ink.

Joseph B. Pugh, Jr.
Vice President
Business and Finance Division

JBP:js

Enclosures

EXHIBITS

Exhibits A-1 through A-3:	Three copies of each version of the ACT Assessment disclosed during the 1987-88 testing year, along with the corresponding answers, the methods used to convert raw scores into test scores, and an explanation of the method used. (Forms 28B, 29C, and 27F)
Exhibit B:	Registering for the ACT Assessment (combined East/West Regions) Contains: <ul style="list-style-type: none">a. The dates of national administration of the ACT Assessment (page 1)b. Registration information (page 1)c. Score reporting information (pages 1 & 2)d. The ACT Interest Inventory (page 5)e. The Student Profile Section (pages 6-10)
Exhibit C:	Preparing for the ACT Assessment
Exhibit D:	Using Your ACT Assessment Results
Exhibit E:	Contents of the Tests in the ACT Assessment
Exhibit F:	ACT Assessment Student Information
Exhibit G:	Using the ACT Assessment on Campus
Exhibit H:	Counselor's Handbook
Exhibit I:	The ACT Assessment Test Preparation Reference Manual for Teachers and Counselors
Exhibit J:	Reporting Services for Colleges and Universities
Exhibit K:	Research and Information Services
Exhibit L:	Helping Student Grow
Exhibit M:	Education Opportunity Service
Exhibit N:	Request for ACT Assessment Special Testing
Exhibit O:	High School Profile Report Composite for California
Exhibit P:	High School Profile Report National Composite
Exhibit Q:	Trend Tables for ACT-Tested Students in California (contains racial/ethnic, sex, etc., breakdown)
Exhibit R:	ACT Class Profile Report - National Norms
Exhibit S:	College Student Profiles - Norms for ACT Assessment
Exhibit T:	Research Services Summary Tables (1984-85, 1985-86, 1986-87)

Advanced Placement Examinations



The College Board

Suite 480, 2099 Gateway Place
San Jose California 95110
(408) 288 6800

Western Regional Office

November 4, 1988

Dr. Norman Charles
Assistant Director
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Dr. Charles:

Education code Section 99151 requires the College Board, as a test sponsor, to file with the Commission certain information specified in Section 99153. The enclosed information is for the Advanced Placement Examinations.

Sincerely,

John Vaccaro
Director
Admissions and Guidance Services

JV:ss

Enclosures:

- (1) Section 99153 (c) (d) Test Taking Pattern Information
- (1) Section 99153 (e) (b) Financial Information
- (1) Bulletin for Students, Advanced Placement Program, May 1988
(to be sent under separate cover)
- (1) A Guide to the Advanced Placement Program, May 1988
- (1) 1988 Coordinator's Manual, AP Exams. May 9-13, 16-20, 1988
- (1) School Administrator's Guide to the Advanced Placement Program
- (1) 1988 AP National and California Summary Reports (available
December)
- (1) 1987-88 Test Dates, Advanced Placement Examination
- (1) AP Yearbook, 1988

THE COLLEGE BOARD

Report to the California Postsecondary Education
Commission Pursuant to California Education Code (Senate Bill 1758 - Torres)
State of California

The following information is provided in compliance with Section 99153 (c) (d).

This data is based on all national and international test administrations of
the Advanced Placement Program during the 1987-88 testing year.

	Advanced Placement Examination
The total number of times the examination was taken during the testing year	424,844
The number of individuals who took the examination	
Once	424,844
Twice	-0-
More than twice	-0-
The number of individuals who registered for but did not take the examination	N/A**

**Advanced Placement students register at
time of the examination administration.

October 24, 1988

RFM/lc

Torres Report For Year Ended June 30, 1988

The following information is provided in compliance with Section 99153 (e)

	ADVANCED PLACEMENT PROGRAM
Fees received from examination takers in the College Board's ADVANCED PLACEMENT PROGRAM (APP)	
Examination Fees	\$19,791,405

The following information is provided in compliance with Section 99153 (f)

	ADVANCED PLACEMENT PROGRAM
Expenses directly attributable to the ADVANCED PLACEMENT PROGRAM	
Examination development, analysis and validation	\$ 2,479,533
Cost of Examination Administration	7,875,426
Direct support of examination administration: publications, transcript services, essay readings, etc.	1,720,412
Program Direction	<u>860,533</u>
	<u>\$12,935,904</u>

	ADVANCED PLACEMENT PROGRAM
Expenses indirectly attributable to the ADVANCED PLACEMENT PROGRAM	
Support services: publications regional offices, etc.	\$ 2,605,177
Associational and Administrative expense	1,237,000
Research and Development	<u>978,441</u>
	<u>\$ 4,820,618</u>
Total expense directly and indirectly attributable to ADVANCE PLACEMENT PROGRAM	<u>\$17,756,522</u>

Torres Report for Year Ended June 30, 1988

Expenses identifiable as Scholastic Aptitude Test, Achievemnet Test, PSAT/NMSQT Test and Advanced Placement Tests have been allocated thereto. Joint costs have been allocated based on the Test volumes involved.

The following information is also provided in compliance with Section 99153 (f)

	Total
Total expense attributable to all activities including expenses not identifiable as attributable to the test	
Support services: publications, general offices, etc.	\$11,259,506
Associational and administrative expense	12,532,377
Research and Development	<u>3,620,135</u>
	<u>\$27,412,018</u>

Test of English as a Foreign Language



TEST OF ENGLISH AS A FOREIGN LANGUAGE

CN 6155 • Princeton, NJ 08541-6155 • USA

Telephone 609-921-9000 • Cable EDUCTESTSVC • Telex 843420 EDUTESTSV PRIN

November 2, 1988

California Postsecondary Education
1020 Twelfth Street
Sacramento, CA 95814

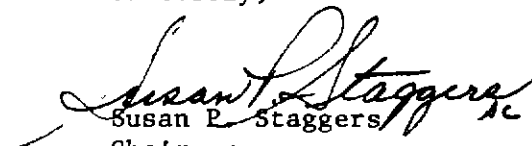
Attention: Mr. Horace F. Crandell
Postsecondary Education Administration

Dear Mr. Crandell:

In accordance with the revised Education Code, Senate Bill No. 1758, Chapter 1505, Part 65, Chapter 3, Section 99152-99159, the enclosed data and publications are submitted on behalf of the TOEFL Program. The data are for the test year July 1, 1987 - June 30, 1988.

The enclosures include the following items: (1) Program report for the Commission, (2) 3 copies of each of the test forms used at the July 10, 1987, August 1, 1987, November 21, 1987, December 11, 1987 and May 14, 1988 TOEFL Test Administrations, together with a copy of the correct answer responses, and the score conversion tables for each test form, (3) TOEFL Bulletin of Information and Application Form - International/Special Center Testing Program, (4) Institutional Testing Program Brochure, (5) TOEFL Test and Score Manual, 1987-88 Edition, (6) TOEFL Request Form, (7) Appendices A and B - the location of the 1987-88 TOEFL test centers in California, and (8) Test Security Brochures.

Sincerely,


Susan P. Staggars
Chairperson
TOEFL Policy Council

SPS:SRC:gla

Enclosures

Certified Mail -
P 038 999 505



TEST OF ENGLISH AS A FOREIGN LANGUAGE
July 1, 1987 - June 30, 1988

Report prepared for the California
Postsecondary Education Commission

November 1, 1988

99153. On or before November 15 of each year, the test sponsor shall submit to the Commission all of the following data and information:

(a) Three copies of each version of the test which were disclosed in the prior testing year, along with the corresponding acceptable answers, and the methods used to convert raw scores into the test scores reported to test subjects and test score recipients, together with an explanation of that method.

99153. (a) Enclosed are three copies of each of the test forms used at the (1) August 1, 1987, (2) November 21, 1987, and (3) May 14, 1988 International TOEFL test administrations and three copies of each of the test forms used at the (1) July 10, 1987 and (2) December 11, 1987 Special Center TOEFL test administrations. Also included are cassette recordings of the stimulus material for the listening comprehension section, the correct answers for each test form and the score conversion tables.

These test forms are equivalent to those used at each TOEFL administration, but they are no longer in use as secure tests.

99153. (b) The dates of major or national administration of each test administered by the test agency during the testing year.

(c) The total number of test subjects who have taken the test once, who have taken it twice, and who have taken it more than twice during the testing year.

(d) The total number of test subjects who registered for, but did not take, the test.

(e) The total amounts of fees received from test subjects by the test agency for test for that testing year.

(f) The expenses to the test sponsor of the test, as follows:

- (1) Those expenses which are directly attributed to the test.
- (2) Those expenses which are indirectly attributed to the test.

(g) A copy of all documents, pamphlets, and literature provided to the test subject and the test score recipient.

(h) Where applicable, the national average test scores, state average test scores, the standard error of measurement, and any other existing information relevant to a comparison of the test scores of the state's test subjects with test scores of previous test subjects of the past five years.

(i) For those tests used to predict academic performance

(j) Using available data, the racial, ethnic, and sex breakdown of all test subjects taking each test during the testing year.

(k) If a separate fee is charged test subjects for admissions data assembly service

(1) The provisions of this section shall not be construed to require any test agency to submit to the Commission any reports or documents containing information relating to any reports or documents filed with the Commission pursuant to this section.

99153. (b) The dates of major or national administrations of TOEFL are as follows:

The International Testing Program which always tests on a Saturday provides testing six times a year at approximately 1,100 test centers established by ETS throughout the world. Test dates in 1987-88 were: August 1, 1987, October 24, 1987; November 21, 1987; January 9, 1988; March 12, 1988, and May 14, 1988.

The Special Center Testing Program schedules test administrations on Fridays at usually the same test centers as the International program. The program was integrated with the International TOEFL testing program in 1979 to provide monthly testing with alternate Friday and Saturday test dates. Testing was conducted throughout the world in 1987-88 for this program on July 10, 1987, September 18, 1987, December 11, 1987, February 12, 1988, April 8, 1988, and June 3, 1988.

(c) ETS records prepared by the Answer Sheet Scanning Department indicate the Test of English as a Foreign Language (TOEFL) was taken 497,127 times during 1987-88. Of this total 80,796 were answer sheets sent to ETS for scoring under its Institutional Testing programs. It is possible additional test subjects took the TOEFL under this service and the answer sheets were scored by the testing institution. Such test subjects are not recorded at ETS.

Information on the number of times an individual has taken TOEFL during the testing year is collected on the registration form. The information is self-reported and cannot be verified by ETS. Those individuals who applied to take TOEFL during 1987-88 and who provided this information are distributed as follows:

Once during 1987-88	212,273
Twice	110,362
More than twice	124,482

(d) In 1987-88, 66,495 registered for but did not take the TOEFL under the International and Special Center testing programs. Registration records for the Institutional TOEFL Testing Program are kept by the institutions administering the test and are not available to ETS.

(e) The total amount of fees received from test takers during 1987-88 was \$18,295,506. No record is available of the amount received from California test takers only. The amount received represents four categories of income as follows:

1. Registration fees paid by individual test subjects.
2. Additional transcripts requested by individual test subjects.
3. Fees paid by institutions for Institutional Administration forms. under the Institutional Testing Programs, test forms are distributed directly to the institutions. Individual test subjects for these programs are not registered directly by ETS.
4. Program publications and services ordered by examinees.

(f) (1) Expenses directly attributed to the test (July 1, 1987 - June 30, 1988)

Program Direction	\$ 1,885,609
Test Administration and Related Services-International, Special Center, US/Canada and Overseas Institutional Testing Programs.	10,061,884
Service-Additional Requests for Transcripts	397,266
Test Development/Production	2,902,559
Publications.	2,269,190
Research	291,196
Subtotal	\$17,807,704

(2) Expenses indirectly attributed to the test (July 1, 1987 - June 30, 1988).

Policy Council and related activities	116,522
General Research Planning & Coordination.	145,875
Development Studies	200,706
Subtotal	\$ 463,103

Total Expenses for TOEFL \$18,270,807

(g) Each TOEFL applicant registering for the International or Special Center program receives a copy of the TOEFL Bulletin of Information. Applicants for the Institutional Testing Program receive a copy of Examinee Handbook and Admission Form.

Test score recipients include the examinees and universities, colleges or other agencies. The examinees receive copies of their score and a TOEFL Request Form for additional Official Score Reports. The colleges, universities and other agencies receive copies of examinees' score reports as designated by the examinee and each test score user receives a copy of the TOEFL Test and Score Manual. Copies of above publications are enclosed.

(h) National average and state average test scores are not available for the TOEFL test, however, information on the standard error of measurement and other statistical characteristics of the test may be found on pages 22-31 in the TOEFL Test and Score Manual.

(i) Not applicable. TOEFL is not used to predict academic performance.

(j) Statistical data by ethnic background is not available. Tables 7 and 8 on page 23 of the Test and Score Manual provides means and standard deviations of test scores by sex. Tables 9 and 10, pages 24 and 25 provide mean score data by national and linguistic background.

(k) TOEFL does not offer admissions data assembly service.

(l) None of the statistical data is individually identifiable.

99154. (a) Within 90 days of the close of each testing year, the test sponsor shall file with the Commission standard technical data sufficient to describe the psychometric quality of the test.

For purposes of compliance with this section, it is sufficient to deposit with the Commission information conforming to the guidelines specified in the Standards for Educational and Psychological Tests of the American Psychological Association, which were in effect 180 days prior to the testing year, and which are appropriate to the particular test and its uses.

(b) Data, reports or other documents submitted pursuant to this chapter shall be accompanied by a description of the test, including, but not limited to, the title, purpose or purposes of the test, and when and where the test was administered in the state.

(c) Data, reports or other documents submitted pursuant to this chapter shall not contain information in a form identifiable with individuals or particular postsecondary educational institutions.

99154. (a) Technical data describing the psychometric quality of the TOEFL tests are included in the enclosed TOEFL Test and Score Manual, pp. 20-31.

(b) A description of the test appears in the TOEFL Test and Score Manual, pp. 7-8. A description of the test and its purpose is also provided each applicant in the 1987-88 Bulletin of Information on page 3, and pages 13 through 16, for the Institutional Testing Program this information is in the Handbook for Examinees on page 24-31.

Lists of the location and dates of all TOEFL test administrations within within the state of California during test year 1987-88 are attached. The lists for the International and Special Center test programs are marked "Appendix A." The test sites and test dates for the Institutional testing program are marked "Appendix B."

(c) None of this data is individually identifiable--either by examinee or by institution, except for the test center locations.

99156. A test agency shall prepare a clear, easily understandable written description of each standardized test it administers. A copy of the appropriate description shall be provided to the test subject or the test score recipient together with the test registration forms and related documents, prior to the administration of the test or coinciding with the initial reporting of a test score. The description shall include all of the following information:

(a) The purposes for which the test is constructed and intended to be used.

(b) For those tests used to predict performance, the subject matter included on these tests and the knowledge and skills which the test purports to measure.

(c) Statements designed to provide information for interpreting the test scores, including the explanations of the test, the standard error of measurement, and the correlation between test score and performance.

(d) Statements concerning the effects and uses of test scores, including the following:

(1) If the test score is used by itself or with other information to predict future grade point average, a summary of existing data on the extent to which the use of this test score will improve the accuracy of predicting future grade point average, over and above all other information used.

(2) a summary of existing data on the extent to which the improvement in test scores results from test preparation courses.

(e) A description of the form in which test scores will be reported, and whether the raw test scores will be altered in any way before being reported to the test subject.

(f) A complete description of any promises or covenants which the test agency makes to the test subject with regard to any of the following matters:

(1) The accuracy of scoring.

(2) The time period within which the test subject's score will be reported to the test subject and to the test score recipients.

(3) The privacy of information relating to the test subject, including his or her test scores.

(g) The property interest in the test score held by the test subject, if any.

(h) The period of time the test agency will retain the test score, and the test agency's policies regarding the storage, disposal, and future use of test scores.

(i) A description of all special services which will be provided at the location of the test administration to accommodate handicapped or disabled test subjects.

(j) The policies and procedures of the test agency when there is a delay in reporting the test scores pursuant to Section 91160.

(k) A representative set of sample test items.

(l) The fees to be charged by the test sponsor for various services made available to the test subject.

(m) Each test agency shall comply with the requirements of this section beginning with the start of its testing year which begins after January 1, 1985.

99156. (a) For International or Special Center TOEFL test takers the required information appears on page 3 of the 1987-88 Bulletin of Information under the heading "General Information," and on page 3 of the Institutional test program's Examinee Handbook and Administration Form.

For universities, colleges, and other institutions designated as TOEFL score recipients the required information appears on pp. 7-8 of the TOEFL Test and Score Manual.

(b) Not applicable. TOEFL does not predict performance.

(c) Required information appears on pages 11-12 of the TOEFL Test and Score Manual under the heading "TOEFL Scores," and on pp. 12-13 of the Handbook for Examinees under the heading "Test Results."

(d) (1) Required information appears on pp. 14-18 of the TOEFL Test and Score Manual under heading "Using TOEFL Scores," however, TOEFL is not used to predict grade point average.

(2) Required information appears on pages 13-15 in the Bulletin of Information, under the heading "Preparing for and Taking the Test" for those applicants registering for the International/Special Center Testing Program and on page 7 of the Examinee Handbook for the Institutional testing program test takers.

(e) Required information on scoring procedures appears on page 12-13 in the International Testing Program Bulletin of Information and on pp. 16-18 of the Institutional Examinee Handbook.

(f) (1) Information on Quality Controls appears on page 10 of the Handbook for Examinees and on page 6 of the Institutional test program's Examinee Handbook.

(2) Required information regarding the time period for reporting scores is found on page 13 of the Bulletin of Information and Application Form, on page 16 of the Institutional program's Examinee Handbook and under the section of the Institutional Testing Program brochure titled "Summary of Institutional Testing Program Policies."

(3) Required information appears on page 11 of the TOEFL Test and Score Manual under the heading "Confidentiality of Information," in the Handbook for Examinees under the heading "Test Results," and in the Institutional Testing Program brochure under the heading "ETS Policy about Release of Individual Score Information."

(g) Required information appears in the Bulletin of Information on page 13, under the heading "Score Reporting Services," and in the Examinee Handbook on page 16.

(h) Required information appears in the Bulletin of Information on page 13 under heading "Test Score Data," and in the Examinee Handbook on page 23.

(i) Required information appears in the Bulletin of Information on page 14.

(j) Required information filed under Paragraph 91160.

(k) Representative sample items appear in the Bulletin of Information, pp. 15-18, under the heading "Practice Questions," and in the Examinee Handbook, pp. 10-15.

In addition, during 1987-88 TOEFL examinees and others had access to other test forms and related materials via the following program services:

a. TOEFL Sample Test (equal to one-half the length of a TOEFL test form). Available to anyone at \$3 per copy.

b. Test materials from selected administrations. These include a copy of the test book and the cassette, the correct answers to the questions and a copy of the examinee's answer sheet with the raw scores marked. (Available to TOEFL examinees only who took the July, August, November and December 1987 and May 1988 administrations.)

c. Understanding TOEFL. A complete test form with cassette for Section 1, an answer sheet, and a workbook providing an explanation for each question and set of answers. Available to applicants for \$11 with the test fee or \$13 on a separate order.

d. Listening to TOEFL. Listening to TOEFL focuses on Section 1, the listening comprehension section of the test. It contains a workbook and three cassette recordings. The kit also contains two complete TOEFL tests, answer sheets and lists of the correct answers for all of the questions. Available to applicants for \$13 with the test fee.

e. Reading for TOEFL. A study kit that focuses on Section 3, Vocabulary and Reading Comprehension. There are 120 practice questions from reading Passages and 120 vocabulary questions from actual TOEFL tests. In addition, this test kit contains two full-length TOEFL tests and a cassette recording which contains the stimulus material for the listening comprehension sections of the two TOEFL tests.

99157. This section does not apply to the Test of English as a Foreign Language.

99158. If the test agency will be delayed in reporting a test subject's score for a time period amounting to 10 calendar days beyond the period specified in paragraph (2) of subdivision (f) of Section 99156, the test agency shall notify the test subject immediately. The notice shall indicate the reasons for delay, including, but not limited to, incorrect, incomplete, or inconsistent personal identifying information furnished by a test subject.

99158. The Bulletin of Information, page 12, states that "test results will be sent ... one month after you take the test. Under no circumstances can they be sent any earlier. (Test results will be sent out two or three weeks later for examinees whose answer sheets arrive late at the TOEFL office or whose answer sheets are not completed properly.)

99159. The test agency shall establish a formal panel composed of test agency officials to review and decide cases of suspected test score....

Test takers, their parents or guardians and others who advise them are entitled to know why certain scores have been questioned and the procedures used by Educational Testing Service to verify or invalidate such scores.

ETS Test Security office provides for a formal panel composed of test agency officials and senior measurement staff who review and decide cases of suspected test score inauthenticity or irregularities. Brochures explaining the ETS test security procedures are sent to examinees whose scores are questioned (Sample brochure titled "Procedures for Questioned Scores" is included with this report).

99160. (a) Whenever a test agency is presented with information which renders the test subject's test score suspect, whether that information is in the form of allegations callusion or cheating, or irregular test administration, or irregular statistical data, or any other form. The test agency shall submit the information to the review panel. The panel shall be responsible for reviewing the information and determining if an investigation is warranted.

- (a) Information for examinees about the policy of cancelling TOEFL test scores is provided on pages 9, 13, and 14 of the 1987-88 Bulletin of Information. If the test score is referred to the ETS Test Security office for validation and review by the formal panel, a letter and Test Security office brochure is sent to the examinee via registered mail. Every opportunity is provided to the examinee to prepare a rebuttal.

(b) The test subject shall have 30 days following receipt of the notice by registered mail to respond to the notice of inauthenticity.

- (b) ETS allows a minimum of 30 days for a test subject to respond following receipt of a registered mail notice of inauthenticity.

(c) If the test subject responds to the notice of inauthenticity or irregularity of test scores sent by the test agency within the time period specified by subdivision (b), the test agency shall review the contents of the response and comply

- (c) The procedures for each of these requirements are described on p. 13 of the Bulletin of Information and in the ETS pamphlet, Procedures for Questioned Scores.

(d) The test agency shall not release confidential information to any authorized test score recipients regarding a test subject under pending investigation, unless authorized to do so by the test subject.

- (d) Reviews of questionable scores by ETS are confidential; ETS does not release information about a questioned score to anyone unless authorized to do so by the test subject.

(e) The test agency shall immediately release the test score to the test subject and the test score recipients where no substantial evidence exists to render the inauthenticity or irregularity of the test score.

- (e) TOEFL scores held during the investigation are released immediately upon a determination that no substantial evidence exists to render the test score inauthentic or irregular.

99161. (a) No test agency shall release or disclose any test score identifiable with any individual test subject, in any form whatsoever, to any test score recipient, unless the agency is specifically authorized by the test subject to release that test score to the recipient.

TOEFL Test and Score Manual describes to test score users the policy regarding Confidentiality of Information.(see page 10). Page 15 of the Bulletin of Information describes for the TOEFL examinees the TOEFL policy regarding examinee score data.

Graduate Record Examinations

Graduate Record Examinations Board

PRINCETON, NEW JERSEY 08541-6000 • AREA CODE 609 734-1105

IN AFFILIATION WITH
The Association of Graduate Schools
The Council of Graduate Schools

November 14, 1988

1988

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•
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Washington University

•
Charlotte V. Kuh
Secretary to the Board

Mr. Horace F. Crandall
1020 Twelfth Street
California Postsecondary
Education Commission
Sacramento, CA 95814

Dear Mr. Crandall:

Forwarded herewith pursuant to the revised California Education Code, Senate Bill No. 1758, Chapter 1505, Part 65 Chapter 3, Sections 99152-9959 is information concerning administrations of the Graduate Record Examinations during the 1987-88 testing year which ended on September 30, 1988.

Enclosed are the following 1987-88 publications and reports referred to in this report:

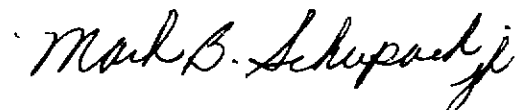
- GRE Information Bulletin 1987-88
- Guide to the Use of the Graduate Record Examinations Program 1987-88
- Interpreting Your GRE General Test Scores 1987-88
- GRE General Test, Edition GR87-7 (3 copies)
- GRE General Test, Edition GR87-8 (3 copies)
- GRE General Test, Edition GR87-9 (3 copies)
- GRE Technical Manual
- General Test, Test Analysis Forms 3HGR3, 3HGR4, 3IGR3
- GRE/MGSLs Publications List and Order Form
- Order Form for the 1987-88 Information Bulletin
- Effects of Coaching on GRE Aptitude Test Scores, GREB Report 81-3R
- Effects of Test Preparation on the Validity of GRE Analytical Scores, GREB Report 82-6aP
- Test Preparation for the GRE Analytical Ability Measure: Differential Effects for Subgroups of GRE Test Takers. GREB Report 82-6bP

November 14, 1988

- Descriptive booklet for all Subject Tests
- Summary of the Graduate Record Examinations
Validity Study Service, June 1983
- Procedures for Questioned Scores
- Summary of Data Collected from Graduate Record
Examinations Test Takers During 1986-87
(Data Summary Report #12)
- Report of Students who have repeated the General
Test and Subject Tests once, twice, or more
than twice

The Graduate Record Examinations Board has delegated to Educational Testing Service, Princeton, NJ 08541, the specific duty of publication and distribution of copies of these materials.

Sincerely,



Mark B. Schupack
Chairman, GRE Board

MBS/jmt

Enclosures

cc: Mr Robert A. Altman, Educational Testing Service
Mr. Patrick M. Callan, Director
Ms. Charlotte V. Kuh, Educational Testing Service
Mr. Stanford von Mayrhauser, Educational Testing Service

Graduate Record Examinations Program

October 1, 1987 - September 30, 1988

Report prepared for the California
Postsecondary Education Commission

November 1988

GRADUATE RECORD EXAMINATIONS

October 1, 1987 - September 30, 1988

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99153

99153. On or before November 15 of each year, the test sponsor shall submit to the Commission all of the following data and information:

(a) Three copies of each version of the test which was disclosed in the prior testing year, along with the corresponding acceptable answers, and the methods used to convert raw scores into the test scores reported to test subjects and test score recipients, together with an explanation of that method.

(a) Attached to this report are three versions of the GRE General Test which were used in the most recent testing year, an answer key for each and explanation of the scoring of these tests. Also attached are copies of the test analysis reports for these test forms.

99153. (b) The dates of major or national administration of each test administered by the test agency during the testing year.

(b) Dates of the major administrations for the Graduate Record Examinations are included in the calendar on the back cover of the enclosed GRE 1987-88 Information Bulletin and the Guide to the Use of the Graduate Record Examinations Program 1987-88.

99153. (c) The total number of test subjects who have taken the test once, who have taken it twice, and who have taken it more than twice during the testing year.

(c) The number of examinees who have taken the GRE tests once, twice, or more than twice is attached as a separate report.

99153. (d) The total number of test subjects who registered for, but did not take, the test.

- (d) The total number of registrants for major GRE administrations of all General and Subject Tests in 1987-88 was 362,624. Of these registrants, 44,290 did not take the tests.

In California, there were 34,415 registrants for all GRE General and Subject Tests. Of these, 5,051 did not take the tests.

99153. (e) The total amounts of fees received from test subjects by the test agency for the test for that testing year.

- (e) Total fees received from test subjects (test takers) for the Graduate Record Examinations for 1987-88 equalled \$20,164,824. No record is available of the amount received from California test takers only; nor are records available for receipts by test title. The amount received represents four categories of income, as follows:

1. Registration fees paid by individual test subjects.
2. Additional transcripts requested by individual test subjects.
3. Fees paid by institutions for institutional services.
4. Program publications and services ordered by examinees.

99153 (f) The expenses to the test sponsor of the test, as follows: (1) the expenses which are directly attributable to the test and (2) those expenses which are indirectly attributable to the test.

- (f) (1.) Expenses directly attributable to the test and
- (2.) Expenses indirectly attributable to the test required by this section are as follows:

Income

Fees from Test Takers for GRE Tests	\$17,598,705
Fees for Priced Publications	1,771,446
Fees for Institutional Services	<u>794,673</u>
Total	\$20,164,824

	General -----	Subject -----
Expenses Directly Attributable	\$14,492,294	\$5,778,627

Test Administration	\$8,696,775	\$2,898,925
Program Direction	1,967,595	655,865
Test Development	1,705,918	1,516,501
Research	640,391	213,464
Publications	1,481,615	493,872
Expenses Indirectly Attributable	\$151,425	\$50,475

Special Services	23,633	7,878
GRE Board and Committees	127,792	42,597
Expenses Not Attributable		\$946,626

Graduate Program Self-Assessment		125,537
CGS/GRE Survey		88,043
Graduate Programs & Admissions Manual		136,477
Minority Graduate Student Locator Service		138,435
GRE/CGS Forums		113,939
Technical Manual		14,781
Major Field Achievement Tests		329,414

99153. (g) A copy of all documents, pamphlets, and literature provided to the test subject and the test score recipient.

- (g) (1.) Attached to this report are copies of each document, pamphlet, and literature provided to each test taker. These are:

GRE Information Bulletin 1987-88

Interpreting Your GRE General Test Scores 1987-88

A sample Report of Scores (found on page 50 and 51 of the Guide)

- (g) (2.) A copy of each document, pamphlet, and literature provided to each test score recipient are attached to this report. These are:

Guide to the Use of the Graduate
Record Examinations Program - 1987-88

GRE 1987-88 Information Bulletin

GRE/MGSLs Publications List and Order Form -
1987-88

Order Form for the 1987-88 Information Bulletin
Graduate Record Examinations and Minority Graduate
Student Locator Service

Samples of score reporting forms located on pages
50-53 of the Guide

99153. (h) Where applicable, the national average test scores, state average test scores, the standard error of measurement, and any other existing information relevant to a comparison of the test scores of the state's test subjects with test scores of previous test subjects of the past five years.

- (h) GRE average scores are for the test-taking population reported on page 15 of the Guide to the Use of the Graduate Record Examinations Program 1987-88. The standard error of measurement for individual scores and score differences are reported on page 31. The results of all administrations of all forms or editions of a given test are reported on the same scale. National and state average test scores are neither gathered nor reported.

99153. (i) For those tests used to predict academic performance, the most recent national or regional aggregation of data concerning the predictive validity of all of the following:

- (1) Academic record or grades alone.
- (2) Standardized test score alone.
- (3) Academic record and test score combined.
- (4) Standardized test scores over and above the predictive validity of academic record alone.

- (i) (1-4) The 1981-82 Summary Report of the Graduate Record Examinations Validity Study Service is attached.

99153 (j) Using available data, the racial, ethnic, and sex breakdown of all test subjects taking each test during the testing year.

- (j) Racial, ethnic and sex information is self-reported by test takers and is not always provided to the GRE Program. Available ethnic data for GRE test takers are reported in the Guide to the Use of the Graduate Record Examinations Program 1987-88, Tables 6 and 7, pages 25-26. Racial, ethnic and sex information is reported in various tables throughout A Summary of Data Collected from Graduate Record Examinations Test Takers During 1986-87 (Data Summary Report #12) June, 1988, table copies attached.

99153 (k) If a separate fee is charged test subjects for admissions data assembly service, the test sponsor shall report information concerning the data assembly service in substantially the same form as would be required for a test under this section.

- (k) Not Applicable.

99153 (l) This section shall not be construed to require any test agency to submit to the commission any reports or documents containing information relating to any individual test subject. Any information relating to any individual test subject. Any information relating to any individual test shall be deleted or obliterated from any reports or documents filed with the commission pursuant to this section.

- (l) Information submitted in compliance with this section does not include information identifiable with any individual or institution.

GRADUATE RECORD EXAMINATIONS

October 1, 1987 - September 30, 1988

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99154

99154. (a) Within 90 days of the close of each testing year, the test sponsor shall file with the Commission standard technical data sufficient to describe the psychometric quality of the test.

For purposes of compliance with this section, it is sufficient to deposit with the Commission information conforming to the guidelines specified in the Standards for Educational and Psychological Tests of the American Psychological Association, which were in effect 180 days prior to the testing year, and which are appropriate to the particular test and its uses.

- (a) Technical data describing the psychometric quality of the tests are included in the Guide to the Use of the GRE Program and the GRE Technical Manual.**

99154. (b) Data, reports or other documents submitted pursuant to this chapter shall be accompanied by a description of the test, including, but not limited to, the title, purpose or purposes of the test, and when and where the test was administered in the state.

- (b) A description of the purposes of the tests and when and where they are administered in California is included in the GRE Information Bulletin.**

99154 (c) Data, reports or other documents submitted pursuant to this chapter shall not contain information in a form identifiable with individuals or particular postsecondary educational institutions.

- (c) Information submitted with this section does not include data identifiable with any individual or institution.**

GRADUATE RECORD EXAMINATIONS

October 1, 1987 - September 30, 1988

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99156

99156. A test agency shall prepare a clear, easily understandable written description of each standardized test it administers. A copy of the appropriate description shall be provided to the test subject or the test score recipient together with the test registration forms and related documents, prior to the administration of the test or coinciding with the initial reporting of a test score. The description shall include all of the following information:

(a) The purposes for which the test is constructed and intended to be used.

(a) The purposes for which the test are constructed are described on page 4 of the GRE Information Bulletin.

99156. (b) For those tests used to predict performance, the subject matter included on these tests and the knowledge and skills which the test purports to measure.

(b) The subject matter of and knowledge and skills measured by the GRE General Test and GRE Subject Tests is described on page 4 of the GRE Information Bulletin.

99156. (c) Statements designed to provide information for interpreting the test scores, including the explanations of the test, the standard error of measurement, and the correlation between test score and performance.

(c) For information to assist in interpreting test scores, see the GRE Information Bulletin, page 23, student score leaflet, Interpreting Your GRE General Test Scores 1987-88; the Guide, pp. 11-19, 30-32; the GRE Subject Test Description Booklets, page 5; the GRE Technical Manual.

99156. (d) Statements concerning the effects and uses of test scores, including the following:

(1) If the test score is used by itself or with other information to predict future grade point average, a summary of existing data on the extent to which the use of this test score will improve the accuracy of predicting future grade point average, over and above all other information used.

(d) (1) **The 1981-82 Summary Report of the Graduate Record Examinations Validity Study Service are attached to this report.**

(2) A summary of existing data on the extent to which the improvement in test scores results from test preparation courses.

(2) **See the attached research reports: (1) GREB Report 81-3R, Effects of Coaching on GRE Aptitude Test Scores; (2) GREB Report 82-6aP, Effects of Test Preparation on the Validity of GRE Analytical Scores; (3) GREB Report 82-6bP, Test Preparation of the GRE Analytical Ability Measure: Differential Effects for Subgroups of Test Takers.**

99156. (e) A description of the form in which test scores will be reported, and whether the raw test scores will be altered in any way before being reported to the test subject.

(e) **For the form in which test scores will be reported see the GRE Information Bulletin, p. 19-21.**

99156. (f) A complete description of any promises or covenants which the test agency makes to the test subject with regard to any of the following matters:

(1) The accuracy of scoring.

(1) **For a description of the accuracy of scoring, see GRE Information Bulletin, p. 17.**

(2) The time period within which the test subject's score will be reported to the test subject and to the test score recipients.

(2) **For the time period within which scores will be reported, see GRE Information Bulletin, p. 19.**

- (3) The privacy of information relating to the test subject, including his or her test scores.

- (3) For information about the privacy of information, see GRE Information Bulletin, p. 20.

99156. (g) The property interest in the test score held by the test subject, if any.

(g) For information about property interest, see GRE Information Bulletin, p. 20.

99156. (h) The period of time the test agency will retain the test score, and the test agency's policies regarding the storage, disposal, and future use of test scores.

(h) For the retention of scores and use of scores, see GRE Information Bulletin, p. 19-21.

99156 (i) A description of all special services which will be provided at the location of the test administration to accommodate handicapped or disabled test subjects.

- (i) For a description of handicapped services, see GRE Information Bulletin, pp. 10-11.

99156. (j) The policies and procedures of the test agency when there is a delay in reporting the test scores pursuant to Section 91160.

(j) For the policies concerning delay in scores, see GRE Information Bulletin, p. 19.

99156. (k) A representative set of sample test items.

- (k) For a sample General Test and sample questions, see pages 26-72, GRE Information Bulletin. For samples of the Subject Tests, see the descriptive booklets for each test.

99156. (1) The fees to be charged by the test sponsor for various services made available to the test subject.

(1) For test fees, see GRE Information Bulletin, pp. 5, 10, and 96.

99156. (m) Each test agency shall comply with the requirements of this section beginning with the start of its testing year which begins after January 1, 1985.

GRADUATE RECORD EXAMINATIONS

October 1, 1987 - September 30, 1988

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99157 & 99158

99157. This section does not apply to the Graduate Record Examinations Program

99158. (a) If the test agency will be delayed in reporting a test subject's score for a time period amounting to 10 calendar days beyond the period specified in paragraph (2) of subdivision (f) of Section 99156, the test agency shall notify the test subject immediately. The notice shall indicate the reasons for delay, including, but not limited to, incorrect, incomplete, or inconsistent personal identifying information furnished by a test subject.

(a) The procedure for notifying test subjects and score users of any delay in submitting scores is described on page 19 of the 1987-88 GRE Information Bulletin.

GRADUATE RECORD EXAMINATIONS

October 1, 1987 - September 30, 1988

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99159

99159. (a) through (d) Whenever a test agency is presented with information which renders the test subject's score suspect. . . .

(a) through (d) Test takers, their parents, and others who advise them are entitled to know why certain scores have been questioned and the procedures used by Educational Testing Service (ETS) to verify or invalidate such scores. The pamphlet intended to provide information to test takers about why their scores have been questioned, Procedures for Questioned Scores, is attached.

GRADUATE RECORD EXAMINATIONS

October 1, 1987 - September 30, 1988

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99160

99160. (a) Whenever the test agency determines that substantial evidence exists to support cancellation or invalidation of a test score, the test agency shall provide the test subject with a choice of the following options.

(1) A cancellation of the test scores in question, with full refund of all test fees.

(2) Opportunity to take the test again privately and without charge.

(3) Opportunity to seek judicial review of the matter.

(a) **Information for test takers concerning the procedures used in cancelling questioned scores is found on page 20 of the GRE Information Bulletin and in the pamphlet, Procedures for Questioned Scores.**

(b) The test subject shall have 30 days following receipt of the notice by registered mail to respond to the notice of inauthenticity.

(b) **ETS provides up to six weeks for a subject to respond to a notice of score inauthenticity.**

99160. (c) If the test subject responds to the notice of inauthenticity or irregularity of test scores sent by the test agency within the time period specified by subdivision (b), the test agency shall review the contents of the response and comply

- (1) through (3) The procedures for each of these requirements are described on p. 20 of the GRE Information Bulletin and in the ETS pamphlet, Procedures for Questioned Scores.

99160 (d) The test agency shall not release confidential information to any authorized test score recipients regarding a test subject under pending investigation, unless authorized to do so by the test subject.

- (d) Reviews of questionable scores by ETS are confidential; ETS does not release information about a questioned score to anyone unless authorized to do so by the test subject.

99160. (e) The test agency shall immediately release the test score to the test subject and the test score recipients where no substantial evidence exists to render the inauthenticity or irregularity of the test score.

- (e) GRE scores held during investigation are released immediately upon a determination that no substantial evidence exists to render the test score inauthentic or irregular.

GRADUATE RECORD EXAMINATIONS

October 1, 1987 - September 30, 1988

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99161

99161. (a) No test agency shall release or disclose any test score identifiable with any individual test subject, in any form whatsoever, to any test score recipient, unless the agency is specifically authorized by the test subject to release that test score to the recipient. A test agency may, however, release all scores received by a test subject on a test to anyone designated by the test subject to receive the test score.

- (a) The confidentiality of GRE scores is described for GRE score users on page 9 of the Guide to the Use of the GRE Program. Page 20 of the GRE Information Bulletin provide test takers with information about confidentiality GRE scores.

Graduate Management Admission Test



11601 Wilshire Boulevard
Suite 1060
Los Angeles,
California 90025 1746
213 478 1433

PO Box 6106
Princeton,
New Jersey 08541 6106
609 734 5203

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Secretary


November 4, 1988

Dr. Horace Crandell
California Post-Secondary
Education Commission
1020 12th Street
Sacramento, California 95814

Dear Dr. Crandell:

On behalf of the Graduate Management Admission Council, the sponsor of the Graduate Management Admission Test, I am pleased to submit the information required under Chapter 1505 of the laws of the state of California; Chapter 3, Part 65 of the Education Code, Sections 99150-99164.

Respectfully,


William Broesamle
President

Enclosures:

- 1) October 1987, January 1988, March 1988 and June 1988
GMATs and Answer Keys (3 copies each)
- 2) GMAT TECHNICAL REPORT
- 3) GMAT 1987-88 BULLETIN OF INFORMATION
- 4) GMAT CANDIDATE SCORE INTERPRETATION GUIDE
- 5) GUIDE TO THE USE OF GMAT SCORES
- 6) PROCEDURES FOR QUESTIONED SCORES
- 7) STATISTICAL DATA (COMPUTER PRINT-OUTS)

/gt
kag-8-5

Reply to
Los Angeles
Princeton

Graduate Management Admission Council

99153

- (a)(b) Enclosed are three (3) copies each of the actual Graduate Management Admission Tests administered on the regular national administration dates:

October 17, 1987 (test code 72)
January 23, 1988 (test code 73)
March 19, 1988 (test code 74)
June 18, 1988 (test code 75)

Also included are scoring keys and explanatory materials.

- (c) During 1987-88, 212,380, individuals took the GMAT. The numbers of individuals who took it once, twice and more than twice during the year are not available at this time.
- (d) During 1987-88, 56,322 individuals registered for but did not take the GMAT.

Section 99153 - Financial information. Definitions are provided on the following page.

- (e) Total amount of fees received from test takers:

1. GMAT Testing Program	\$8,845,100
2. Guides to GMAT/MBA	1,091,200
3. MBA Admission Forums	<u>45,800</u>
Total income from test takers	\$9,982,100

- (f)(1) Expenses directly attributable to the testing program:

4. GMAT Test Administration	\$7,126,400
5. GMAT Test Development	960,200
6. GMAT Validity Studies and Test Research	<u>436,300</u>
Total expenses directly attributable to the testing program	\$8,522,900

- (f)(2) Expenses indirectly attributable to the testing program:

7. Institutional Programs and Council Administration	\$2,232,500
8. Guides to GMAT/MBA	1,172,200
9. MBA Admission Forums	284,400
10. Other Publications and Programs for Prospective MBA Candidates	<u>315,900</u>
Total expenses indirectly attributable to the testing program	\$4,005,000
Total Council Expenses	\$12,527,900

Definitions of the financial information reported by the Graduate Management Admission Council pursuant to Section 99153.

- Line 1 Fees received from test takers for the testing program include fees for the test registration and basic score reporting service. Additional score reports may be purchased by candidates for an additional fee. Other service fees are for late registrations, supplementary test centers, foreign test center surcharges, test center changes, test disclosure materials, and hand rescoring services.
- Lines 2 Revenue and expense for the GUIDE TO MBA and the GUIDE TO GMAT
and 8 are from sale and production of these two publications. The GUIDE TO MBA includes a section about graduate study in management, careers, and descriptions of more than 500 different MBA programs. The GUIDE TO GMAT contains sample questions from previously administered Graduate Management Admission Tests, with correct answers and explanations provided and a math review section. A software version of the GMAT Guide was introduced in fiscal 1986-87.
- Lines 3 Revenues from the MBA Admission Forums are received from
and 9 students who attend these events, which gather representatives from the admissions offices of over 75 graduate schools of management in a single location to facilitate the exchange of information with prospective applicants and to provide an opportunity for students to ask questions about the GMAT. Expenses are incurred for planning and operating these programs.
- Line 4 Expenses incurred for test administration include all expenses of test registration, test center administration, test related publications and mailings including test disclosure materials, computer scoring and reporting, statistical analysis, clerical responses to inquiries, and quality assurance.
- Line 5 Expenses for test development in 1987-88 include all expenses incurred for item writing, pretesting, and compilation of test forms, as well as statistical analysis for new test development. These are not the costs of the complete development of any one or more test forms, as the lead time to develop a test form is often 24 months. The test development cost incurred in any single year are for various phases of the development of several different forms.
- Line 6 Expenses are incurred for research concerning various aspects of the GMAT, development, storage, and reporting of technical data and candidate information about the test, and research on the validity of the test performed for individual management schools.

Line 7 Expenses included in this line are incurred for development and operation of admissions services for institutions which are broader than those projects included in #6 above. This item also includes expenses for the operations of the Graduate Management Admission Council which are necessary for it to maintain its active role in graduate management education, and responsibility for policy and direction of the testing program. It also includes expenses for education and professional development of admissions officers, the primary user of the test.

Line 10 Expenses are incurred for publications and programs provided without charge for prospective MBA candidates. These include publications concerning financial aid and information for international students, and programs to promote awareness of graduate management education among members of minority groups.

- (g) Enclosed are copies of the GMAT BULLETIN OF INFORMATION, GMAT CANDIDATE SCORE INTERPRETATION GUIDE, and THE GUIDE TO THE USE OF GMAT SCORES.
 - (h) The mean GMAT scaled score appears in Table 2 of the CANDIDATE SCORE INTERPRETATION GUIDE. The standard error of measurement for the GMAT total score for recent forms is about 26; this information also appears with an explanation in the CANDIDATE GUIDE. Information concerning California test-takers is contained in the enclosed computer print-outs.
 - (i)(1) The required information appears in the publication GMAT CANDIDATE SCORE INTERPRETATION GUIDE, distributed to all test subjects with their score report. It also appears on page 11 of THE GUIDE TO THE USE OF GMAT SCORES, distributed to all institutional score recipients.
 - (j) This data is included in the enclosed computer print-outs.
 - (k) This section is not applicable.
 - (l) None of these data are individually identifiable.
- 99154
- (a) A copy of the GMAT TECHNICAL REPORT (copyright 1986) containing the required data is enclosed.
 - (b) A description of the test including title and purpose of the test, is contained in the GMAT 1987-88 BULLETIN OF INFORMATION for candidates, page 4. A schedule of locations and dates of test administrations in California appears on page 26 of the BULLETIN.
 - (c) None of these data are individually identifiable.
- 99156
- (a) This information is contained in the BULLETIN on pages 4 and 14.
 - (b) This information appears on page 4 of the BULLETIN.
 - (c) The CANDIDATE SCORE INTERPRETATION GUIDE contains this information.
 - (d)(1) This information is contained in the GMAT CANDIDATE SCORE INTERPRETATION GUIDE and in THE GUIDE TO THE USE OF GMAT SCORES on page 11.
 - (2) The Graduate Management Admission Council is not aware of any existing data on this subject. This is stated in the BULLETIN on page 12.
 - (e) This description appears on pages 13 and 14 of the BULLETIN.

- (f)(1) These descriptions appear on pages 14 and 15 of the BULLETIN.
(2)(3)
- (g) This is described on page 14 of the BULLETIN.
- (h) This is described on page 14 of the BULLETIN.
- (i) Special services provided for handicapped or disabled test subjects are explained on page 10 of the BULLETIN.
- (j) The policies and procedures in these situations are described on page 15 of the BULLETIN.
- (k) A representative set of sample test items appear on pages 16, 17, 18, 19, and 22 of the BULLETIN.
- (l) Fees for various services are listed on the back cover of the BULLETIN.

99157

- (a)(b) Test disclosure services are described on page 13 of the BULLETIN.
(c)(d)
(e)(f)

99158 Such a policy is in effect for the GMAT program.

99159

- (a)(b) The procedures followed are described in ETS PROCEDURES
(c)(d) FOR QUESTIONED SCORES.

and

99160

- (a)(b)
(c)(d)
(e)(f)
(g)

99161 The GMAC policy in this regard is articulated on page 14 of the BULLETIN.

NWB/gt
10/20/88
kag-8-5

Law School Admission Test

LAW SCHOOL ADMISSION SERVICES

Box 40, Newtown, Pennsylvania 18940

Test Development and
Research Division

(215) 968-1207

February 27, 1989

Horace F. Crandell
Postsecondary Education Administrator
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Subject: Law School Admission Council/Law School Admission Services
Sponsor of the Law School Admission Test

Dear Dr. Crandell:

I submit herewith material reflective of Law School Admission Council/Law School Admission Services' compliance with Chapter 3 of Part 65 of the Education Code of California (the Act), as it pertains to the Law School Admission Test, a standardized test as described in the Act. These submissions comprise Law School Admission Council/Law School Admission Services' filing under Section 99153 and 99155 of the Act.

Information required by Section 99153 is reported below for the program year ending June 30, 1988, with reference to applicable subsections of the Act.

Section 99153 (a). Three copies of each version of the test which was disclosed in the prior test year, along with the corresponding acceptable answers, and the methods used to convert raw scores into the test scores reported to test subjects and test score recipients, together with an explanation of that method.

Section 99153 (b). The dates of major or national administration of each test administered during the testing year:

June 15, 1987
October 17, 1987
December 12, 1987
February 20, 1988

Section 99153 (c). The total number of test subjects who have taken the test at least once: 96,238 (5774 of these have taken the test at least one previous time in a prior test year); who have taken the test at least twice: 15,452; and who have taken it more than twice: 2,140 during the testing year.

Section 99153 (d). The total number of test subjects who registered for, but did not take the test: 35,000.

Section 99153 (g). A copy of all documents, pamphlets, and literature provided to the test subject and the test score recipient.

The LSAT/LSDAS Information Book and Sample LSAT are distributed to all test candidates. Exhibit A, the 1987-88 Information Book and Sample LSAT contain the information required at the following pages:

- a) The purpose for which the test is constructed and intended to be used. Page 9 of Exhibit A.
- b) The subject matters included on each test and the knowledge and skills that the test purports to measure. Pages 9 and 73-93 of Exhibit A.
- c) The manner in which the test is scored and the relationship of the raw and scaled scores to the skills and knowledge it measures. Pages 9,21-23,and 30-31 of Exhibit A.
- d) The basis upon which such scores will be made available to persons or institutions. Pages 23-24 of Exhibit A.
- e) A representative set of sample test items. Pages 97-128 of Exhibit A.

The Act requires that test subjects be provided with explanatory information to facilitate proper interpretation of test scores. Test subjects are provided with information on pages 30-31 of Exhibit A that explains the meaning of scores including: Validity, Reliability, Standard Error of Measurement, and Repeater Statistics. Information on these subjects also appears on the reverse of the test score report sent to each test subject. In fulfillment of other obligations, designated institutions that are score recipients have also been provided with this information. They additionally will have received the LSAC/LSAS Desk Book (Exhibit B) before the first report of test scores in the current test year. A copy of the 1987-88 LSAC/LSAS Desk Book is included with this letter as Exhibit B in compliance with the provision that this information be provided to the Commission "prior to or coincident with the first reporting of test scores to any test score recipient during a testing year." Test dates and locations at which the LSAT was administered in California in 1987-88 are indicated at page 66 of Exhibit A. The first test during the 1987-88 testing year was given on June 15, 1987, with scores to be reported to test score recipients approximately four to six weeks later.

Test score recipients are provided with standard technical data sufficient to describe the psychometric quality of the test. These are provided in Exhibit B, the LSAC/LSAS Desk Book, a manual for users of the Law School Admission Test. Topics covered include: what the test measures (pg.10), test scoring (pg.12), test reporting (pp. 12-13), validity (pp.16-17), standard error of measurement and reliability (pp. 17-18), statistical data for the LSAT-National (pg. 18), and avoiding misuse of the scores (pg. 22).

Section 99153 (h). Where applicable, the national average test score: 29.9, the state average test score: 30.3. Information on the standard error of measurement, and any other existing information relevant to a comparison of the test scores of the state's test subjects with test scores of previous test subjects of the past five years can be found under 99153 (g).

Section 99153 (i). For those tests used to predict academic performance, the most recent national or regional aggregation of data concerning the predictive validity of all of the following:

1. Academic record or grades alone.
2. Standardized test score alone.
3. Academic record and test score combined.
4. Standardized test scores over and above the predictive validity of academic record alone.

Over the years, the majority of law schools have participated in statistical studies that compared students' LSAT scores with their first-year grades in law school. Although the correlations between test scores and grades are not perfect, these studies show that LSAT scores help to predict which students will do well in law school. Moreover, a combination of students' scores and undergraduate grade averages gives a better prediction than either factor considered alone. As is the case with undergraduate grade averages, the correlation between LSAT scores and first-year law school grades varies from one law school to another. During 1987, correlation studies were conducted for 140 of the 186 LSAC-member schools (186 includes Canadian members). Correlations between LSAT scores and first-year law school grades ranged from .22-.65. Correlations between LSAT scores combined with undergraduate grade averages and first-year law school grades ranged from .32 to .70.

The published reference set entitled Law School Admission Research includes validity information in the study designated LSAC 76-78; W. B. Schrader, Summary of Law School Validity Studies, 1948-75, Vol. III p.519, which was filed with the Commission in September 1979. Volume IV of Law School Admission Research, which was filed with the Commission in December, 1985, includes the most recent data concerning predictive validity in the studies designated LSAT-82-1, F. R. Evans, Recent Trends in Law School Validity Studies, p. 347, and LSAC-83-1, R. L. Linn and C. N. Hastings, A Meta-Analysis of the Validity of Predictors of Performance in Law School. These studies have been distributed to institutions that are test score recipients as required.

Section 99153 (j). Using available data, the racial, ethnic, and sex breakdown of all test subjects taking the test during the testing year:

Male	53,776
Female	42,427
American Indian	468
Black/Afro-American	6,736
Caucasian/White	76,300
Chicano/Mexican-American	941
Hispanic	2,057
Asian-American/Pacific Islander	3,015
Puerto Rican	1,250
Other	1,042

To meet the requirement of Section 99153 (e), (f), and (k), I am enclosing a copy of the 1987-88 audited financial report for LSAC/LSAS along with detailed information on the fee schedule in use during that fiscal year (Exhibits D and E). As you will note, LSAC/LSAS provides comprehensive admission services to law school applicants and to law schools; thus, allocations of revenue to discrete services would not provide an accurate picture of the relationship of fees to services. We feel that the audited financial report will afford you a greater familiarity with the financial posture of LSAC/LSAS than would be possible by artificially disaggregating financial data and allocating it to specific services.

Information required by Section 99155 is reported below for the program year ending 1987-88, with reference to applicable sections of the Act.

Section 99155 (a). The total number of test subjects who listed California as the state of permanent residence: 8,528 (this number includes only first-time test-takers). The total number of test subjects who took the test at a test center located in the state of California: 12,375 (this number may include individuals taking the test more than once).

Section 99155 (b). The performance of California test subjects. The state average score: 30.3.

Information relevant to a comparison of the test scores of the state's test subjects with test scores of previous subjects of the past five years can be found in this letter of compliance under 99153 (g).

Section 99155 (c). The predictive validity of test scores as specified in subdivision (l) of Section 99153. Information relevant to validity is contained in this letter of compliance under 99153 (l).

Section 99155 (d). A description of the information specified in subdivisions (a), (b), and (c) according to the sex and ethnicity of test subjects.

(a) Using available data, the racial, ethnic, and sex breakdown of all test subjects taking the test during the testing year in the state of California:

Male	4,641
Female	3,887
American Indian	71
Black/Afro-American	580
Caucasian/White	5,990
Chicano/Mexican-American	324
Hispanic	298
Asian-American/Pacific Islander	680
Puerto Rican	36
Other	89

(b) Reference 99155 (b), above.

(c) The published reference set entitled Law School Admission Research includes information on validity broken down by sex, race, and ethnic group in the study designated LSAC 76-6; Barbara Pitcher, subgroups validity Study, Vol. III p. 413, which was filed with the Commission in January, 1987.

Section 99155 (e). The revenues received by test sponsors, and the proportion of those revenues expended for test development and administration. A copy of the 1987-88 audited financial report is attached as Exhibit D.

This completes the information required by the Act. Please feel free to contact me if I can provide any further information.

Sincerely,


Renée Owens Kennish
Deputy Vice President
Test Development

ROK:ed
Enclosure

EXHIBITS AND ENCLOSURES

Exhibit A - 1987-88 LSAT/LSDAS Information Book and Sample LSAT

Exhibit B - 1987-1988 LSAC/LSAS Desk Book

Exhibit C - LSAC/LSAS Inc. Combined Statement of Revenues and Expenses and Changes in Fund Balance.

Exhibit D - Fee Schedule 1987-88 Information Book, page 13.

Enclosures

- 1) Disclosed test (3 copies) and answer keys
June 15, 1987
October 17, 1987
December 12, 1987
February 20, 1988
- 2) 1987-88 LSAT/LSDAS Information Book and Sample LSAT
- 3) 1987-88 LSAC/LSAS Desk Book
- 4) LSAC/LSAS Inc. Combined Statement of Revenues and Expenses and Changes in Fund Balance
- 5) Fee Schedule for 1987-88

FINANCIAL REPORTS

LAW SCHOOL ADMISSION SERVICES, INC., AND LAW SCHOOL ADMISSION COUNCIL, INC.

Combined Balance Sheets

Assets

	1987	June 30 1986
Current Assets		
Cash (note 3)	\$387,063	\$392,043
Short-term investments (note 2)	1,161,158	3,497,718
Accrued interest receivable	110,439	43,682
Other current assets	71,456	71,669
Total current assets	<u>1,730,116</u>	<u>4,005,112</u>
Long-term investments (note 2)	<u>10,089,761</u>	<u>6,201,717</u>
Property and equipment, at cost (notes 1 and 3)		
Land and improvements	515,851	510,451
Building and improvements	3,481,194	3,510,043
Furniture, fixtures, and equipment	1,317,618	1,177,754
Electronic data processing equipment	3,743,772	3,531,257
Motor vehicles	94,214	71,975
	<u>9,152,649</u>	<u>8,801,480</u>
Less accumulated depreciation	<u>3,730,109</u>	<u>2,793,387</u>
Net property and equipment	<u>5,422,540</u>	<u>6,008,093</u>
Total Assets	<u>\$17,242,417</u>	<u>\$16,214,922</u>

See notes to combined financial statements

**LAW SCHOOL ADMISSION SERVICES, INC. AND
LAW SCHOOL ADMISSION COUNCIL, INC.**

**Schedule of Expenses
(continued)**

	Year Ended June 30	
	1987	1986
Communications and shipping		
Freight and postage	961,644	658,934
Telephone	<u>218,550</u>	<u>218,779</u>
Total communications and shipping	<u>1,180,194</u>	<u>877,713</u>
General business expenses		
Travel and subsistence	529,660	513,888
Insurance	90,976	60,903
Dues and subscriptions	28,828	36,685
Other costs	<u>116,352</u>	<u>50,711</u>
Total general business expenses	<u>765,816</u>	<u>662,187</u>
Total expenses	<u>\$11,152,506</u>	<u>\$10,827,611</u>

EXHIBIT D

FEES

LSAT SERVICE FEES

● LSAT Fee (includes reporting to law schools to which you apply only if the law schools do not require LSDAS) (Expires July 31, 1989)	\$63
● Walk-in Fee	\$50
● Late Fee	\$20
● Center Change Fee	\$10
● Additional Center Fee	
Domestic (U.S., Canada, and Puerto Rico)	\$100
Foreign	\$150
● Special Individual LSAT Administration Fee	\$200
● Handscoring Fee	\$15
● Previous Years LSAT Score Reporting	\$20 each

LSDAS SERVICE FEES

● LSDAS 12-month Subscription Fee	\$58
(includes reporting to one LSDAS-requiring law school to which you apply)	
● LSDAS Law School Reports (ordered with subscription)	\$ 5 each
● Additional LSDAS Law School Reports (ordered after original subscription)	\$ 7 each

NOTE: Forms received at LSAC/LSAS without appropriate payment will be returned to you. Fees are subject to change at any time.

FORM OF PAYMENT

Make checks or money orders payable in U.S. dollars to LSAC/LSAS. Do not send cash. Candidates from outside the United States must pay by international money order or UNESCO coupon only in U.S. dollars. Canadian candidates applying to U.S. law schools must pay with instruments payable only in U.S. dollars. LSAC/LSAS will not accept foreign currency.

REFUNDS

LSAT Service Refund Policy

If you do not take the test on the day for which you registered, LSAC/LSAS will, upon written request, refund \$20 (\$63 LSAT fee minus \$43 to cover administrative costs). Service fees such as, but not limited to, Late Fee, Walk-in Fee, Additional Test Center Fee, and Center Change Fee are not refundable.

To request an LSAT refund, return your LSAT Admission Ticket (see pages 18 and 19) with your written request. It must reach LSAC/LSAS within 30 days after the test date. You

will receive your refund about six weeks after LSAC/LSAS receives your request.

(In addition, please see Changing the Test Date on page 19.)

LSDAS Service Refund Policy

Individuals for whom no transcripts have been received and processed may request a refund. To request a refund for the LSDAS fee, write to LSAC/LSAS stating your request. LSAC/LSAS will refund \$20 (\$58 LSDAS fee minus \$38 administrative costs). Once an LSDAS refund has been issued to you, no further LSDAS service will be provided. Reports ordered when the original order was placed are refundable if there has been no activity in your file. Once LSAC/LSAS has received and processed any transcript, refunds for LSDAS will not be granted.

FEE WAIVERS

If you are absolutely unable to pay the LSAT registration or the LSDAS subscription fees or

Medical College Admission Test



ASSOCIATION OF
AMERICAN
MEDICAL COLLEGES

ONE DUPONT CIRCLE, NW
WASHINGTON, DC 20036
TELEPHONE (202) 828-0400

March 3, 1989

Norman Charles
California Postsecondary
Education Commission
Second Floor
1020 Twelfth Street
Sacramento, California 95814

Dear Mr. Charles.

The information noted below is submitted in response to the requirements of Sections 99154, 99155 and 99157 of the California Education Code concerning the Medical College Admission Test (MCAT).

The summary of income and expenses for the MCAT and AMCAS as required by Sections 99154 and 99155 is delineated on the attached statement. The following data on the MCAT is reported for the July 1, 1987 to June 30, 1988 test year:

Total number of tests administered	36,917
Total number of individuals taking the MCAT once during the test year	34,095
Total number of individuals taking the MCAT twice during the test year	1,411
Total number of individuals who registered, but did not take the test for which they registered	6,191


Since the test is given only twice during the test year, this also represents the maximum number of times an individual can sit for the test. The MCAT fee was \$75.00 for the fall 1987 administration and \$85.00 for the spring 1988 administration. It is important to note that individuals who register for a specific test administration and subsequently do not sit for that test are provided the opportunity to register for the following test administration for no additional fee.

Norm Charles
Page 2
March 3, 1989

The attached document entitled, "Explanation of Scores for Examinees" accompanies all score reports to examinees to assist in the interpretation of their score performance. This document is accompanied by a table which depicts the aggregate performance of all examinees sitting for the same test.

If you have any questions concerning any of the enclosed information, please feel free to get in touch with me.

Sincerely,


Judith A. Koenig
Research Associate
Section for Student and
Educational Programs

JK:pc
Enclosures September 1987 "Table 1"
 April 1988 "Table 1"
 MCAT 1987 Summary of Score Distributions
 The MCAT Student Manual
 MCAT 1988 Registration Packet

3 59 PM
2-21-89

STATEMENT OF INCOME AND EXPENSES
MEDICAL COLLEGE ADMISSIONS TEST (MCAT)
AMERICAN MEDICAL COLLEGE APPLICATION SERVICE (AMCAS)
FOR THE PERIOD JULY 1, 1987 TO JUNE 30, 1988

Page 1

	MCAT	AMCAS
	-----	-----
EXPENSES		

A. Directly Attributable to the Test		

1) MCAT Research and Development	326,124	-
2) Operations.....	1,546,294	-
3) Interpretive Services & Information Dissemination	654,345	-
4) Reserve for Future Redesign.. . . .	-	-
5) Special Legal Services.....	40,119	-
B Indirectly Attributable to the Test		

1) Overhead.....	101,797	715,580
C. Data Assembly Services		

1) AMCAS Reporting.....	-	2,550,242
2) AMCAS Development.....	-	31,545
TOTAL EXPENSES	2,668,679	3,297,367
	=====	=====
INCOME		

MCAT Testing Fees	3,210,000	-
Additional MCAT Score Report Fees.	150,506	-
AMCAS Fees.. . . .	-	4,438,028
TOTAL INCOME.	3,360,506	4,438,028
	=====	=====
INCOME OVER EXPENSES	691,827	1,140,661
	=====	=====

MCAT RESEARCH & DEVELOPMENT - Continued development of test items and forms and research concerned with test interpretation.

OPERATIONS - Activities associated with national test administration and score reporting.

INTERPRETIVE SERVICES & INFORMATION DISSEMINATION - Provision of materials, reports, and consultation regarding MCAT interpretation and performance.

OVERHEAD - 70% on salaries of AAMC personnel Calculated at federally audited rate

AMCAS REPORTING - Organization, validation, and dissemination of application materials, including MCAT scores

References

American College Testing Program *The ACT Assessment Test Preparation Reference Manual for Teachers and Counselors* Iowa City The Program, 1988a

-- *The High School Profile Report, Graduating Class of 1987 State Composite for California* Iowa City The Program, 1988b

-- *Preparing for the ACT Assessment* Iowa City The Program, 1988

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Burton, Nancy W, and Turner, Nancy J *Effectiveness of the Graduate Record Examinations for Predicting First-Year Grades 1981-82 Summary Report of the Graduate Record Examinations Validity Study Service* Princeton Educational Testing Service, June, 1983

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-- *College Bound Seniors, 1988 California Report* Princeton The Board, 1988a

-- *College Bound Seniors, 1988 National Report* Princeton The Board, 1988b

-- *PSAT/NMSQT Summary Report California (Ethnicity)* Princeton The Board, 1988c

-- *PSAT/NMSQT Summary Report National, Regional and State Data for College-Bound Juniors California* Princeton The Board, 1988d

-- *Registration Bulletin 1988-89 SAT and Achievement Tests* Princeton The Board, 1988e

-- *School Administrator's Guide to the Advanced Placement Program* Princeton The Board, 1985b

-- *Taking the Achievement Tests The Official Guide to the College Board Achievement Tests* Princeton The Board, 1988f

-- *Taking the SAT The Official Guide to the Scholastic Aptitude Test and Test of Standard Written English* Princeton The Board, 1988g

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-- *1987 PSAT/NMSQT Student Bulletin* Princeton The Board, 1987d

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-- *Test and Score Manual* Princeton The Service, 1988a

-- *Test of English as a Foreign Language 1987-88 Bulletin of Information* Princeton The Service, 1988b

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-- *1987-88 Bulletin of Information Graduate Management Admission Test* Princeton The Council, 1986

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-- *1987-88 GRE Information Bulletin* Princeton Educational Testing Service, 1988b

-- *Effectiveness of Graduate Record Examinations for Predicting First-Year Grades* Princeton Educational Testing Service, 1983

Greer, Darryl "Legal Issues in Truth-In-Testing Legislation" *The Review of Higher Education*, 7 4 (Summer, 1984) 321-356

Hecht, L W and Schrader, W B *Graduate Management Admission Test Technical Report on Test Development and Score Interpretation for GMAT Users* Princeton Graduate Management Admission Council, 1986

-- *The LSAC LSAS Desk Book Official Guide to LSAC/LSAS Procedures and Services* Newtown The Council, 1986b

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Wightman, L E and Leary, L F *GMAC Validity Study Service A Three-Year Summary* Princeton Graduate Management Admission Council, 1985

Willingham, Warren W *Success in College The Role of Personal Qualities and Academic Ability* New York College Entrance Examination Board, 1985

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of February 1990, the Commissioners representing the general public are

Mim Andelson, Los Angeles,
C. Thomas Dean, Long Beach,
Henry Der, San Francisco,
Seymour M. Farber, M.D., San Francisco,
Helen Z. Hansen, Long Beach,
Lowell J. Paige, El Macero, *Vice Chair*;
Cruz Reynoso, Los Angeles, *Chair*,
Sharon N. Skog, Palo Alto; and
Stephen P. Teale, M.D., Modesto

Representatives of the segments are

Yori Wada, San Francisco, appointed by the Regents of the University of California,

Theodore J. Saenger, San Francisco, appointed by the Trustees of the California State University,

John F. Parkhurst, Folsom, appointed by the Board of Governors of the California Community Colleges,

Harry Wugalter, Thousand Oaks, appointed by the Council for Private Postsecondary Educational Institutions;

Joseph D. Carrabino, Orange, appointed by the California State Board of Education, and

James B. Jamieson, San Luis Obispo, appointed by the Governor from nominees proposed by California's independent colleges and universities

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985, telephone (916) 445-7933.

STANDARDIZED TESTS USED FOR HIGHER EDUCATION ADMISSION AND PLACEMENT IN CALIFORNIA DURING 1988

California Postsecondary Education Commission Report 89-16

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985

Recent reports of the Commission include

88-45 Prepaid College Tuition and Savings Bond Programs. A Staff Report to the California Postsecondary Education Commission (December 1988)

89-1 Legislative Priorities for the Commission, 1989. A Report of the California Postsecondary Education Commission (January 1989)

89-2 The Twentieth Campus. An Analysis of the California State University's Proposal to Establish a Full-Service Campus in the City of San Marcos in Northern San Diego County (January 1989)

89-3 Toward Educational Equity: Progress in Implementing the Goals of Assembly Concurrent Resolution 83 of 1984: A Report to the Legislature in Response to Assembly Bill 101 (Chapter 574, Statutes of 1987) (January 1989)

89-4 The Effectiveness of the Mathematics, Engineering, Science Achievement (MESA) Program's Administrative and Policy-Making Processes. A Report to the Legislature in Response to Assembly Bill 610 (1985) (January 1989)

89-5 Comments on the Community Colleges' Study of Students with Learning Disabilities. A Report to the Legislature in Response to Supplemental Report Language to the 1988 State Budget Act (January 1989)

89-6 Prospects for Accommodating Growth in Postsecondary Education to 2005. Report of the Executive Director to the California Postsecondary Education Commission, January 23, 1989 (January 1989)

89-7 State Budget Priorities of the Commission, 1989. A Report of the California Postsecondary Education Commission (March 1989)

89-8 Status Report on Human Corps Activities, 1989. The Second in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987) (March 1989)

89-9 A Further Review of the California State University's Contra Costa Center (March 1989)

89-10 Out of the Shadows -- The IRCA/SLIAG Opportunity: A Needs Assessment of Educational Services for Eligible Legalized Aliens in California Under the State Legalization Impact Assistance Grant Program of the Immigration Reform and Control Act of 1986, submitted to the California Postsecondary Education Commission, February 23, 1989, by California Tomorrow (March 1989)

89-11 Faculty Salaries in California's Public Universities, 1989-90. A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1989)

89-12 Teacher Preparation Programs Offered by California's Public Universities. A Report to the Legislature in Response to Supplemental Language in the 1988 State Budget Act (March 1989)

89-13 The State's Reliance on Non-Governmental Accreditation. A Report to the Legislature in Response to Assembly Concurrent Resolution 78 (Resolution Chapter 22, 1988) (March 1989)

89-14 Analysis of the Governor's Proposed 1989-90 Budget. A Staff Report to the California Postsecondary Education Commission (March 1989)

89-15 Planning Our Future. A Staff Background Paper on Long-Range Enrollment and Facilities Planning in California Public Higher Education (April 1989)

89-16 Standardized Tests Used for Higher Education Admission and Placement in California During 1988. The Fourth in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984) (April 1989)

89-17 Protecting the Integrity of California Degrees. The Role of California's Private Postsecondary Education Act of 1977 in Educational Quality Control (April 1989)

89-18 Recommendations for Revising the Private Postsecondary Education Act of 1977. A Report to the Legislature and Governor on Needed Improvements in State Oversight of Privately Supported Postsecondary Education (April 1989)

89-19 Mandatory Statewide Student Fees in California's Public Four-Year Colleges and Universities. Report of the Sunset Review Committee on Statewide Student Fee Policy Under Senate Bill 195 (1985), published for the Committee by the California Postsecondary Education Commission (April 1989)